

361

2

IMPLICATIONS OF PRIVATE TUITION IN WEST BENGAL

(A REPORT)

State Council of Educational Research & Training (WB)

25 /3, Ballygunge Circular Road

Kolkata – 700019

PORTAL: www.scertwestbengal.org



361

2

IMPLICATIONS OF PRIVATE TUITION IN WEST BENGAL

(A REPORT)

State Council of Educational Research & Training (WB)

25 /3, Ballygunge Circular Road

Kolkata – 700019

PORTAL: www.scertwestbengal.org



IMPLICATIONS OF PRIVATE TUITION IN WEST BENGAL

(A REPORT)

State Council of Educational Research & Training (WB)

25 /3, Ballygunge Circular Road

Kolkata – 700019

PORTAL: www.scertwestbengal.org



IMPLICATIONS OF PRIVATE TUITION IN WEST BENGAL - A REPORT

- A survey of opinions of Head teachers, Teachers, Parents / Guardians, Community Members, Private tutors, Students in sampled schools and analysis of achievement of students in school examination in the context of private tuition was carried out by State Council of Educational Research and Training in West Bengal with financial assistance from the School Education Department, Govt. of West Bengal.

23.10.09
13935

RESEARCH TEAM:

Prof. Rathindranath De,	Director, SCERT (WB)
Sri Hirakkumar Barik,	RF – Grade II, SCERT (WB)
Sri Saswata Samanta,	RF – Grade II, SCERT (WB)
Sri Gautam Bhattacharya,	RF – Grade II, SCERT (WB)
Sri Subrata Kumar Biswas,	RF – Grade II, SCERT (WB)
Smt. Sridebi Dasgupta,	RF – Grade II, SCERT (WB)
Smt. Anasuya Raychaudhuri,	JRF (SSA) at SCERT (WB)

ADMINISTRATIVE SUPPORT:

SCERT (WB)

Sri Chanchal Dutta Biswas,
Finance Officer, SCERT (WB)

District Project Officers and staff

DPO, SSM, Kolkata
DPO, SSM, Purba Medinipur

Principals / Lecturers-in-Charge and staff

Support Staff:

Sri Sekhar Chandra Naskar
Sri Tapan Kumar Das

DIET, Bankura
DIET, Birbhum
DIET, Burdwan
DIET, Coochbehar
DIET, Dakshin Dinajpur
DIET, Hooghly
DIET, Howrah
DIET, Jalpaiguri
DIET, Malda
DIET, Murshidabad
DIET, Nadia
DIET, North 24 Parganas
DIET, Paschim Medinipur
DIET, Purulia
DIET, South 24 Parganas

DATE: 10 SEPTEMBER, 2009



Index

<u>Ch No.</u>	<u>Chapter Name</u>	<u>Page No.</u>
1.	INTRODUCTION	1-6
2.	REVIEW OF LITERATURE ON IMPLICATIONS OF PRIVATE TUITION	7-18
3.	METHODOLOGY AND SAMPLING PROCEDURE	19-27
4.	IMPLICATIONS OF PRIVATE TUITION AS OBSERVED BY HEAD TEACHERS (PT-1)	28-45
5.	IMPLICATIONS OF PRIVATE TUITION AS OBSERVED BY ASSISTANT TEACHERS (PT-2)	46-77
6.	IMPLICATIONS OF PRIVATE TUITION AS OBSERVED BY GUARDIANS (PT-3)	78-96
7.	IMPLICATIONS OF PRIVATE TUITION AS OBSERVED BY COMMUNITY MEMBERS (PT-4)	97-114
8.	IMPLICATIONS OF PRIVATE TUITION AS OBSERVED BY PRIVATE TUTORS (PT-5)	115-142
9.	IMPLICATIONS OF PRIVATE TUITION AS OBSERVED BY STUDENTS (PT-6)	143-172
10.	EFFECT OF PRIVATE TUITION ON ACHIEVEMENT OF SURVEYED STUDENTS (PT-7)	173-193
11.	MAJOR FINDINGS AND DISCUSSIONS	194-209
12.	ANNEXURE	
	I. PRIMARY TABLES (PT-1)	
	II. PRIMARY TABLES (PT-2)	
	III. PRIMARY TABLES (PT-4)	
	IV. PRIMARY TABLES (PT-5)	
	V. TOOLS OF THE STUDY (PT-1 TO PT-7)	
	VI. LIST OF SAMPLED SCHOOLS	
	VII. RESEARCH QUESTIONS OF THE SCHOOL EDUCATION DEPARTMENT (G.O. No. 331-SSE/ 08 dated 5 th September 2008)	

Acknowledgement

The State Council of Educational Research & Training (WB) is a service provider to the School Education Department, Govt. of West Bengal for policy formulations in regard to the various aspects of School Education. SCERT (WB) has undertaken several research studies to support the policy directions of the department. The study titled, "Implications of private tuition" has been assigned by School Education Department, GoWB to SCERT (WB). The present report contains the opinions of different stakeholders like head teachers, teachers, guardians, community members, private tutors and students on the implications of private tuition as well as a comparison of achievement of students with or without private tuition.

First of all, we thank Prof. Partha De, Hon'ble MIC, School Education, GoWB for assigning such an important study to SCERT and also for providing guidance from time to time.

We thank the School Education Department, Govt. of West Bengal, for assignment of the study to SCERT and approval of fund for this study.

We are thankful to Prof. B. Moitra, Prof. Ranjugopal Mukherji, Prof. Pabitra Sarkar, Prof. Jyotirbhusan Dutta, Prof. Mrinmoy Bhattacharyay, Prof. Mamata Roy, President, WBBSE; Prof. Gopa Dutta, Ex- President, WBCHSE; Prof. Debabrata Mondal, Prof. Baidyanath Chattopadhyay, Smt. Arati Lahiri, Dr. Debdulal Dutta Roy, Dr. Debashri Banerjee for their valuable guidance in the design of the study.

We are thankful to the Principals / Lecturers-in-charge and staff members of DIETs in fifteen districts and officers and staff of District Project Offices (SSM) of Purba Medinipur and Kolkata for successful administration of the questionnaires / tools in selected schools and digitization of the collected data.

We are also thankful to West Bengal Board of Primary Education, West Bengal Board of Secondary Education, West Bengal Council of Higher Secondary Education for issuing necessary instruction letters for smooth administration of the study in the selected schools.

survey data show that the share of private aided schools in total enrolment was low in rural areas, but quite significant in urban areas. Thus, in ascending order, the share of private aided schools at elementary level in urban areas was: 2 per cent in WB, 8 per cent in Assam, 10.4 per cent in Rajasthan, 12.2 per cent in MP, 17 per cent in UP, 19 per cent in Bihar, 22 per cent in AP and 43 per cent in TN" (page 36). The same study has noted that in West Bengal the monthly consumption expenditure was Rs.455.00 and Rs. 866.60 per capita in rural and urban areas respectively. In contrast the average annual school expenses per child were Rs.617.00 and 1534.00 in rural and urban areas respectively, i.e. "... nearly twice monthly expenditure was absorbed by school education per child." This, in the opinion of the authors, was an indicator of the demand for school education in the state.

To understand the implications of private tuition through examination of social, economic and pedagogical aspects, a thorough study was felt necessary by Prof. Partha Dey, Honourable Minister of School Education, Government of West Bengal, and SCERT (WB) was entrusted with the responsibility of conducting this study in September, 2008.

It was a challenging task for SCERT(WB) because the bibliographical search on the subject over a period of twenty-five years showed¹⁴ a dearth of researches carried out by different university departments of West Bengal, as well as in the national level. However, a few international level studies could be located through appropriate searches over internet; a literature review for the same may be found in Chapter 2 of this report. It may be worthwhile to mention that SCERT(WB) conducts research studies on behalf of the Department of School Education, Government of West Bengal as and when found necessary. In a recent study¹⁵ conducted by SCERT(WB) on the factors influencing achievement of students and attendance of teachers and students, private tuition was analysed as one of the aspects. (Ref. 14, 15 may be downloaded from www.scertwestbengal.org). It was found that 71% of the children in primary schools and 82-85% of the children in rural and urban areas of the state in upper primary levels take assistance of private tutors.

In order to examine the subject, it was decided at SCERT (WB) that a survey may be conducted in the state over a representative sample seeking opinion of the head teachers, the teachers, the guardians, the community members, the private tutors and the students. The design of the survey and the analysis was done at SCERT (WB). The administration of the tools in the districts and data entry to prepare a data base using MS Access was completed in collaboration with the DIETs. Subsequently using Structured Query Language (SQL), data mining was done to generate suitable tables and the patterns thus visible have been examined in this report. The report, in its various chapters, traces out the opinions as expressed by the different stakeholders, also describes effect of private tuition on achievement in Chapter 10, and the most salient ones are reflected in the final chapter as Major Findings & Discussions. It has also been realised that this study has its own limitations and the areas of further research it throws open to. The same have also been reported in the final chapter.

It is hoped that this study will provide valuable insight to the policy makers, administrators, researchers, teachers, teacher educators, parents, community members and students alike. A humble initiative of SCERT (WB) as described in the following chapters, if found useful, will be a reward in itself.

REFERENCES

1. While citing imbalances in the system, the Pratichi Education Report (2002) has quoted a news report published in the Anandabazar Patrika on 25 March, 2001, "... DPEP report states that 80% of the school children have to go in for private tuition. In an editorial the same newspaper says that 44% of the total cost of education per child goes on private tuition. Even ministers admitted that degradation in the quality of education forces children to opt for private tuition. This creates great imbalances among different classes when it comes to acquiring education." (Page 16)
2. In Times Online portal (27 June 2009) Prof. Yash Pal was quoted saying "... There were two reasons behind my recommendations to make the class-X board examination optional. First, it will reduce stress on students and second, the

booming private tuition industry will thrive less". So even in the recommendations of Prof. Yash Pal to the MHRD it is seen that there is a stress on putting a check on the practice of private tuitions.

3. In The Statesman (Perspective, Nov.1, 2005) Portal a report was published titled "Parallel Education of the Wrong Kind." It observes in one place, "... Since Nature abhors vacuum, as substitutes of schools and colleges, coaching centres or tutorial homes have mushroomed all over the state coaching is another thriving "industry" here". It goes on to note "... It is a matter of regret that the populace reposes more faith and confidence in coaching centres than in schools and colleges of the mainstream. Parents and students do not bother about the quality of education that is available at these centres but whether the right tips or suggestions are available there." The author summed up by writing "... It is all rote learning in coaching centres with no scope of independent thinking."
4. The Hindu, in its Online Edition (Monday, Jan 24, 2005) carried an article by S.S. Murthy, Director, NIT Karnataka, Surathkal, where he discussed the issue of private tuition in the light of entrance examinations taken by students for admission to professional institutions. It is written, "... The public perception now is that private tuition is a necessity to succeed in entrance tests and board exams. Formal school education has taken a back seat". The article went on to state, "... The coaching industry has become highly professional and corporate There are entrance tests for admission to popular centres. A few cities have become famous for such coaching centres, and students, often with parents, shift to those cities for two years. There are associated boarding, lodging and shopping facilities. A whole new flourishing service industry has been evolved ...". In the opinion of S.S. Murthy, "... students are subjected to intense teaching and not learning."
5. The online edition of The Hindu on the next day (25.01.05) carried another article under the title "The business of coaching". There he reflected, "... In states admitting students based only on board examination score it is observed that lower cut off for some colleges are as high as 95 per cent. Thus the gap between the

standard of entrance test and that of the board tends to increase needing extra training to bridge the same.”

6. The criticism of the state of private tuition by Nobel laureate Amartya Sen was reported in the online version of ‘The Statesman’ dated 13.02.2007. Prof. Sen was speaking at a convention organized by All Bengal Primary Teachers’ Association, UNICEF and the Pratichi Trust. He pointed out the problems standing in the way of improvement of primary education in the state and suggested setting up of more schools, attainment of the correct student-teacher ratio and increasing facilities at schools. Criticising the prevalence of private tuition, he said, “This is a matter of great shame that classroom teaching is inadequate and therefore students require private tuition. Private tuition must be stopped. We must look into the root of the problem – why does the need for private tuition arise?”

7. A news titled, ‘Parents spend 1/3 of income on private tuition for kids, infers study’ was published in The Statesman on 08.05.09. The news reported a survey conducted by the Assocham Social Development Foundation (ASDF). It said, “Private tuition has witnessed a steep increase of about 40-45 percent in the last 5 years as during this period middle class parents, anxious for the future of their children have been spending nearly one-third of their monthly income on out-of-the-classroom-study for their wards.” As it was reported, the study was done in ten big cities in India, including Kolkata, covering nearly 5000 students and parents during March-April 2009. The news report emphasized on the dependence of majority of middle class students on private tuition for obtaining higher scores.

8. The news which stated that SCERT (WB) had been entrusted with the responsibility to conduct a study on private tuition in West Bengal, first appeared in the Bengali daily Anandabazar Patrika on 22.07.2008. The news reported that the Honourable MIC of School Education, Prof. Partha Dey had stated during the question-answer session in the State Assembly that the government is conducting a survey to know if the students were at all being benefited from taking private tuition. He also said that keeping in view the observations made by educationists and academicians, State

Council of Educational Research & Training had been assigned to carry out the survey in West Bengal.

9. Another Bengali daily, 'Sambad Pratidin' reported on 16.12.08, the outlines of the study on the implications of private tuition as it was being carried out by SCERT (WB). The news report quoted a brief description of the objectives of the study as stated by the Director SCERT (WB). The Hon'ble MIC, School Education was also quoted as saying that necessary steps would be taken in accordance to the study report.
10. Pratichi (India) Trust. 2002. *The Pratichi Education Report (The Delivery of Primary Education – A Study in West Bengal), Number 1*. TLM Books, New Delhi.
11. Pratham Foundation. 2007. *Annual Status of Education Report (Rural)*. (Jan.16, 2008).
12. National Council of Educational Research & Training. December 2008. *Learning Achievement of class – V children – Midterm Achievement Survey under SSA*.
13. Mehrotra Santosh (Ed.). 2006. *The Economics of Elementary Education in India*. Majumdar Tapas. *Cost and Financing of Elementary Education in West Bengal*. Chapter7, page 251. Sage Publications India Pvt. Ltd.
14. State Council of Educational Research & Training (West Bengal). 2nd June 2006. *Twenty-Five Years of Research in School Education: The Scenario in West Bengal*.
15. State Council of Educational Research & Training (West Bengal). 2009. *Achievement of Students at Primary and Upper Primary Levels vis-à-vis Attendance of Teachers and Students in West Bengal*.

CHAPTER - 2

REVIEW OF LITERATURE ON IMPLICATIONS OF PRIVATE TUITION

Private tuition, in the context of our study, would mean a service provided to pupils in addition to mainstream schooling for learning of scholastic subjects in exchange of money. Our study intended to delve deep into the minds of different cogs in the wheels of private tuition in order to understand

- ◆ the extent of spread of the phenomenon,
- ◆ the reasons behind it,
- ◆ the implications of private tuition from different angles
- ◆ if there is a way of limiting the negative effects of the practice.

In a bid to evolve a theoretical background of the study, literature review was carried out extensively. The following review is based primarily on articles and reviews written by Mark Bray, and Hai-Anh Dang and F. Halsey Rogers. Mark Bray has been Chair Professor of Comparative Education and Dean of Faculty of Education at the University of Hong Kong. He has written many books and articles on education financing, policy analysis and methodology in comparative education. Hai-Anh Dang is a consultant and F. Halsey Rogers is a senior economist in the Development Research Group at the World Bank.

It has been observed (Bray, 2005, p. 4) that with the advent of globalization and market economy in the 1990s, the one facet of education that emerged to loom large is private tuition. Private tuition has increased to a large extent over the two decades and now pervades all the socio-economic strata of both developing and developed nations of the world, being more prominent in Asian countries. In fact, the industry of private tuition has become so significant, that it calls for studies from the social, economic and pedagogical angles.

Market-driven economy spurred by competitive pressure of the society and soaring aspirations of parents belonging to all socio-economic strata has caused the phenomenon of private tuition to assume alarming proportions, so much so that it is being considered to pose a threat to mainstream education.

The practice of private tuition has supporters as well as critics. The critics apprehend that this practice disrupts the normal system of education, gives rise to 'social stratification', allows corruption to breed, deprives children of their free time by increasing the curricular load and increases monetary burden of parents. As for that matter, private tuition has been called 'shadow education' (Bray, 2005) since it imitates the mainstream education, grows or diminishes with it and its characteristics are less defined than that of the mainstream.

The supporters of the practice, however, argue that it generates a source of income for tutors at present and for the learners in future and reduces socio-economic inequalities as poor performers from economically weak sections of the society are educationally supported. Some consider it as a complementary system which is more flexible, less formal and provides more individualized instruction. In fact, public schooling supported by private tuition is considered to be more affordable than private schooling. Private tuition is thus believed to be cost-effective.

Amartya Sen, the Nobel Laureate, has termed private tuition as an 'evil' that should be 'uncompromisingly overcome'. The dynamics of private tuition is quite complex and it may not be easy to brand the practice outright as black or white. The social, economic and educational implications of private tuition are interrelated and deserve a closer look by researchers and policymakers. It was with this aim that the School Education Department, Government of West Bengal, asked SCERT (WB) to take up a study on the '**Implications of Private Tuition**' in West Bengal. The following pages present a synopsis of literature review carried out at SCERT.

A) THE INTERNATIONAL CONTEXT

Presented below is a very brief overview of the studies on private tuition carried out in different countries of the world (Bray, 2005) so as to have an idea about the prevalence of the practice worldwide.

Country	Year of study	Level of students / Target Group	Percentage receiving private tuition	Remarks
Bangladesh	2005	Primary (8212 households)	43.2	Boys received more tuition than girls
Cambodia	1997-98	Primary (77 schools)	31.2	The cost of private tuition was 6.6% of the total cost of primary education
Cyprus	2003	College students (1120)	86.4	These students had received private tuition at secondary level
Canada	1997	Adults with school-aged children (501)	9.4	Random national telephone survey
Egypt	1994	Primary (4729 households)	Urban – 64 Rural - 52	-
	1997	All levels of schooling	-	Household expenditure on tuition accounted for 1.6% of GDP
Greece	2000	University students (3441)	More than 80% had attended cram schools	-
Hong Kong	1996	Primary	44.7	-
		Lower Secondary	25.6	
		Middle Secondary	34.4	
		Upper Secondary	40.5	
	1998-99	Secondary 1-3	35.1	
		Secondary 4-5	46.6	
		Secondary 6-7	70.3	
Japan	1993	Elementary	23.6	Students attending only tutorial classes were considered
		Junior High	59.5	
	1997	Primary 5	81.2	All forms of private tuition were included
Kenya	1997	Standard 6 (3233)	68.6	Boys received more tuition than girls

Romania	1994	Grade 12 (national sample)	Rural – 32 Urban - 58	-
South Korea	2003	Primary	83.1	10% - 30% of family income spent on private tuition
		Middle	75.3	
		High	56.3	
Turkey	1994	Low income households	6.5	10% - 30% of family income spent on private tuition
		High income households	24.6	
Taiwan	1998	Tutoring Centres	-	5536 centres had 18,91,096 students
Vietnam	2002	Households	-	Tuition consumed 20% of family expenditure on education. Higher in urban areas.

B) THE SCENARIO OF INDIA AND WEST BENGAL

References to following studies conducted in India on private tuition were found-

- A study conducted by National Institute of Educational Planning & Administration in Delhi in 1997 showed that 39.2% of the total primary school students surveyed, received tutoring. (Aggarwal, Y. 1998. *Primary education in Delhi: How much do the children learn?*)
- S. Yasmeen has reported in “The spreading private tuitions epidemic” published in *School: Journal of Educational Excellence* [India] in May, 1999 that 70% of urban students receive private tuition in one or more subjects.
- A study on incidence of private tuition was conducted by Pratichi Trust in 2006 in government run primary schools in Kolkata. It was found to be 73% in schools run by Kolkata District Primary School Council, 41% in schools run by Kolkata Municipal Corporation and 50% in Shishu Shiksha Kendras of Kolkata.
- The baseline study conducted by NCERT in 2004 on 92407 students of **class – III** of 29 states, union territories and NCT of Delhi in Language and Mathematics, reveals that

19.27% and 31.98% of the students in rural and urban areas respectively, receive private tuition (p. 36). It also found out that the mean achievement of students receiving private tuition was better than those not receiving private tuition both in rural and urban areas (p. xiv). The highest incidence of private tuition is seen in Tripura (73.73%), and the state is followed by high prevalence in West Bengal (52.5%), Delhi (51.12%), Puducherry (39.26%) and Orissa (37.39%). Interestingly, in 13 out of 29 (45%) states and UTs in which the survey was conducted, it was observed that private tuition did not have significant effect on students' achievements. In West Bengal, however, students taking private tuition performed significantly better in the achievement test.

➤ NCERT conducted a Midterm Achievement Survey in 2006-07 on 84322 students of **class – V** in 33 states, UTs and NCT of Delhi in 3 subjects, namely, Language, Mathematics and Environmental Science. It was found that about 24% students took private tuition and the percentage was greater in urban area than in rural area (p. 59). For class – V students, highest incidence of private tuition was observed in West Bengal (74%). The other states and UTs that showed high prevalence of private tuition were – Tripura (71%), NCT of Delhi (51%), Orissa (50%), Kerala (45%) and Puducherry (43%). The report of the survey states that in West Bengal “children performed significantly better when they took private tuition in all three subjects.” (p. 452)

➤ The Annual Survey of Education Report 2007 (conducted by Pratham Foundation) found out that about 25% of children studying in both government and private schools of the country take private tuition. The incidence of private tuition among standard 5 rural students is highest in West Bengal (83.3%). The report provides the percentages of children, belonging to government and private schools of different states of India, who take private tuitions. The report about the scenario of private tuition in West Bengal can be found on p. 99.

➤ Banerjee et al (2007), in collaboration with Pratham (an NGO), carried out an estimation of the effects of a two-year in-school randomized tuition programme on underperforming students belonging to low- income groups in two large cities, namely

Vadodara and Mumbai. The children of classes III and IV were assigned to the experimental group randomly and were provided private tuition by ladies of the community (Balsakhis) who had finished secondary school. This intervention benefited the experimental group by improving their test scores by large and statistically significant amounts. But the benefit seemed to lessen one year after the programme ended.

The researchers attribute the relative success of the programme to adherence of regular teachers to the prescribed curriculum, their lack of time to help slow learners and the commonness of backgrounds of the learners and the Balsakhis. This programme was also found to be cost-effective.

A second programme used computer-assisted materials in stead of tutors and showed considerable improvement in Math scores. But this programme was found to be much more expensive.

➤ The State Council of Educational Research and Training (West Bengal) conducted a study titled, **“Achievement of Students at Primary and Upper Primary Levels vis-à-vis Attendance of Teachers and Students in West Bengal”** which also collected opinion of 1400 students in both rural and urban areas regarding private tuition in January 2009. Majority of the sampled students were from low and middle-income group families. More than 70% students at the primary level and 85% students at the upper primary level said that they are helped in their studies by their parents. Yet 71% and more than 80% students at the primary and upper primary levels respectively said that they received private tuition. The subjects for which private tuition was mostly needed were Mathematics and English.

C) DRIVING FACTORS

Some micro, macro and endogenous factors can be identified that are responsible for the growth of private tuition (Dang & Rogers, 2008).

- ◆ **Micro factors** – Income of the family, parental education, location (urban / rural), stage of education, size of the family.

- ♦ Macro factors – advent of market economy, prospects of better jobs, effort to fill up the gaps felt in the existing education system, cultural values, examination-oriented education, school characteristics.
- ♦ Endogenous factors – parental aspiration and concern, students' motivation.

Many Asian cultures lay stress on the role of effort in educational success. On the other hand, European and North American cultures are more concerned with ability. Private tuition is likely to be more predominant in the former societies where level of education is gauged by performance in examinations.

D) NATURE OF PRIVATE TUITION

The different characteristics of private tuition on a global basis that need to be taken into consideration by researchers and policymakers may be summed up as follows –

- ♦ Much diversity is found in the overall process of private tuition (Bray, 2005).
 - i) The class size varies from individualized to mass lectures.
 - ii) Latest technology, like internet, telephone or e-mail is used to provide tuition even from one country to another.
 - iii) There is considerable variation in the ages, qualifications and status of training of the tutors. Some tutors are young students while some are retired persons, and some mainstream teachers are also involved.
 - iv) The locations of tutorial classes depend on the clientele – tutor's home, student's home, near clusters of schools, near railway or subway stations, on bus routes, etc. The practice is found to be more prevalent in urban areas.
 - v) The subjects in highest demand for private tuition are mathematics and national languages.
 - vi) The basic purpose of private tuition may be provision of remedial measures, helping students to catch up with their peers or to generate a competitive edge.

vii) The motives are also varied. Some parents consider it as a long-term investment; others see it as a way of keeping their children gainfully engaged after school hours. Some parents find the practice cost-effective as it reduces the probability of repeating a year.

- ◆ It is believed that private tuition is more rampant in education systems that are less child-centric and where greater control is wielded by teachers.
- ◆ The phenomenon is more pronounced in urban than in rural areas.

E) IMPACTS OF PRIVATE TUITION

I) Impact on school and classroom processes -

- ◆ If in a class, all students do not receive private tuition from outside sources, there emerge gaps in learning of the two sets of students. Some teachers may handle this problem by addressing the learning needs of the students who do not receive private tuition. But some teachers allow this gap to increase, thus forcing parents of all students to engage private tutors for their wards.
- ◆ Private tuition is considered to be helpful when it provides remedial teaching on an individual basis and enables a student to understand lessons in a better way.
- ◆ Good students may perform better when helped by private tuition.
- ◆ A situation may arise whereby students tend to depend entirely on private tuition, including help in homework and suggestions for scoring more in examinations. These students then are likely to lose interest in the classroom process and may not even attend classes.
- ◆ Private tuition causes fatigue among both students and teachers who are involved in the practice. This reduces 'productivity' of both at school.
- ◆ The basic purpose of the curriculum of mainstream schools that aims at a holistic development of the child is distorted by the practice of private tuition that caters solely to academic excellence.

II) Impact on society -

- ◆ Some studies show that private tuition results in a cost-effective improvement of academic performance of learners. Therefore, private tuition by way of supplementing public education benefits individuals, families and societies in general.
- ◆ Private tuition benefits underperformers, learners belonging to low-income groups and students whose parents are unable to guide them through their studies. It thus helps these students to draw level with those who are more fortunate in having wealthier, highly educated parents and perform well in schools. It also increases their self-esteem.
- ◆ It is believed that widespread private tuition would result in parents' loss of interest for long-term improvement in the process of education.

III) Impact on economy -

- ◆ If private tuition is provided by regular school teachers, the market becomes uncompetitive and the poor families are the worst sufferers as they have to pay twice for the education of the same child.
- ◆ An econometric framework, developed by Dang and Rogers based on the standard microeconomic theory of supply and demand, shows that the section of the society that places high demand for education, can consume a larger amount of education when private tuition is supplied. This section has higher income, stronger educational choices and higher aspirations.
- ◆ In general, people who receive higher levels of education, earn more and secure well-paid jobs. Some believe that private tuition helps in greater retention of learners in the education system. Thus expectation of increased economic returns is one of the main reasons why parents invest in private tuition.
- ◆ The critics of private tuition argue that the practice leads to wastage of human and financial resources. It also 'stifles creativity' which is detrimental to economic production.

F) GOVERNMENT RESPONSES

If the responses of different governments all over the world are considered, they can be divided into four types (Bray, 2003):

- ◆ Those who ignore the phenomenon either because of their inability arising from weakness (Nigeria and Kenya), or their unwillingness to control it. The latter type would rather let the market forces govern or they do not consider the phenomenon to be within their ambit of jurisdiction (Canada).
- ◆ Those who impose a ban on private tuition (Republic of Korea).
- ◆ Those who recognize the impacts of private tuition and make regulatory efforts to limit the negative effects of private tuition (Mauritius and Hong Kong).
- ◆ Those who actively encourage it (Singapore and Taiwan).

The state government of West Bengal in 2001 officially banned private tuition by regular teachers of government and government-aided schools and colleges. It also was determined to take necessary legal action to make the ban effective. The teachers' associations also welcomed the ban, but several recent studies have shown that there is no significant abatement in the prevalence of the practice.

In conclusion, we may say that private tuition is a complex process that has several educational, social and economic implications. Nevertheless, this globally growing phenomenon is becoming increasingly difficult to ignore and several governments are under considerable pressure to take up definite measures. SCERT hopes that the thorough study undertaken by it would help the state government to formulate some policies on the matter.

The Right to Education Act passed recently in the Indian parliament also prohibits private tuition by schoolteachers. It states that, "No teacher shall engage himself or herself in private tuition or private teaching activity." (Clause 28, p.8 of *The Right of Children to Free and Compulsory Education Bill, 2008*)

REFERENCES AND FURTHER READING

Banerjee, Abhijit V., Shawn Cole, Esther Duflo, and Leigh Linden, 2007. *Remedying Education: Evidence from Two Randomized Experiments in India*. Quarterly Journal of Economics 122 (3): 1235-64.

Bray, Mark. 2003. *Adverse Effects of Private Supplementary Tutoring: Dimensions, Implications and Government Responses*. Paris. UNESCO, International Institute for Educational Planning.

Bray, Mark. 2005. *Private Supplementary Tutoring: Comparative Perspectives on Patterns and Implications*. Oxford International Conference on Education and Development, 'Learning and Livelihood'.

Dang Hai-Ahn and Rogers Halsey F. 2008. *The Growing Phenomenon of Private Tutoring: Does it Deepen Human Capital, Widen Inequalities, or Waste Resources?* The World Bank Research Observer, 23 (2), 161-200.

Ghosh, Jayati. 2008. *The Scourge of Private Tuitions*. MacroScan (a website maintained by Economic Research Foundation, New Delhi).

National Council of Educational Research & Training. January 2008. *Learning Achievement of class – III children – A Baseline Study under SSA*.

National Council of Educational Research & Training. December 2008. *Learning Achievement of class – V children – Midterm Achievement Survey under SSA*.

Pratham Foundation. 2007. *Annual Status of Education Report (Rural)*. (Jan.16, 2008).

Pratichi (India) Trust. 2002. *The Pratichi Education Report (The Delivery of Primary Education – A Study in West Bengal)*, Number 1. TLM Books, New Delhi.

State Council of Educational Research & Training (West Bengal). 2009. *Achievement of Students at Primary and Upper Primary Levels vis-à-vis Attendance of Teachers and Students in West Bengal*. P. 61-72

The Right of Children to Free and Compulsory Education Bill, 2008.
www.education.nic.in/Elementary/right%20free%20education.pdf

CHAPTER – 3

METHODOLOGY AND SAMPLING PROCEDURE

3.1 Methodology

Following broad methodology was adopted in conducting the study throughout the state:-

3.1.1. Several in-house meetings were held at SCERT (WB) and a design of survey was planned and finalized. It was further decided that opinion from the Head Teacher, Assistant Teacher, Community Member, Student, Guardian and Private tutor would be collected and analysed to find out “Implications of Private Tuition”. Questionnaire(s), six in number, were developed at SCERT (WB) to explore some aspects, copies of which are annexed with this report. A Student Selection Sheet was also developed for recording achievements of the sampled students. The table given below shows the name of the questionnaire(s) / tool earmarked for each of the six categories of target groups.

Table - 3.1.1

List of tools used in the study:

Target Group	Name of questionnaire(s) / tools
1. Head teacher	PT-1
2. Assistant Teacher	PT-2
3. Guardian	PT-3
4. Community Member	PT-4
5. Private Tutor	PT-5
6. Student	PT-6 & Student Selection Sheet

3.1.2 The developed questionnaire(s) / tools were thoroughly cross-checked, deliberated upon, corrected and ratified in a meeting held with eminent educationists, experts and state functionaries at SCERT (WB) on November 10, 2008.

3.1.3. Designing of a representative sample for the study was simultaneously undertaken at SCERT (WB) from November 4, 2008. The target population included the Government, Government-Sponsored, Government-Aided and Local Body schools having Primary, Upper Primary & Secondary and Higher Secondary sections. A total of 349 schools (Primary - 242, Upper primary & Secondary - 68, Higher Secondary - 39) were selected (targeted) covering seventeen districts using Random Systematic Sampling and Circular Systematic Sampling procedures. The actual number of schools which could be surveyed was 346 (Primary - 240, Upper & Secondary -67, Higher Secondary - 39). The nature and distribution pattern of targeted and actual number of respondents are given in the table below.

Table 3.1.3 Distribution table of number of respondents:

Target Group	Targeted number of respondents/school			Total number of respondents obtained
	Pry	UP_Sec	HS_Sec_UP	
1. Head teacher	1	1	1	346
2. Assistant Teacher	3	5	5	1024
3. Guardian	5	5	5	1714
4.Community Member	3	3	3	983
5. Private Tutor	3	3	3	1010
6. Student	10 each (class-IV)	10 each (class-VII, IX)	10 each (class-VII, IX, XI)	4470

3.1.4. The survey has been carried out through the office of DIET (District Institute of Education & Training) in fifteen districts and DPOs (District Project Office) in two districts namely, Kolkata and Purba Medinipur under the overall guidance and supervision of SCERT (WB).The Principals of respective DIETs and District Project Officer were accordingly informed. The required district-level fund for administration of the survey in the districts has been availed by them from that allotted under “Action Research Programme”. In this respect, the State Project Director, Paschim Banga Sarva Siksha Mission (PBSSM) was also requested to

give necessary instructions to the District Project Offices of Kolkata and Purba Medinipur for conduct of the study along with the financial approval of the same .

- 3.1.5. Requests for extending support and cooperation were also made to West Bengal Board of Primary Education (WBBPE), West Bengal Board of Secondary Education (WBBSE) and West Bengal Council of Higher Secondary Education (WBCHSE) for smooth administration of the study in the sampled schools of the districts . Instruction letters from all the three Boards were issued to the Head teachers of the sampled schools soliciting their cooperation/support for the study.
- 3.1.6. The prepared questionnaire(s) / tools were translated into English, Bengali and Hindi versions in a two-day consultation at SCERT (WB) on December 10 & 11, 2008 by faculty members of DIETs, Head teachers and Assistant Teachers of schools. This was followed by language edition and proof checking of Hindi questionnaire(s) / tools. The questionnaire(s)/ tools in Bengali and English were edited by the Director, along with all the Research Fellows of SCERT (WB).
- 3.1.7. Hon'ble MIC, Department School Education, Government of West Bengal has kindly provided suggestions / corrections on the six Bengali questionnaire(s) / tools which were received at SCERT(WB) on January 2, 2009 and incorporated therein along with the approval for same .
- 3.1.8. A common data entry format for the questionnaire(s) using MS-ACCESS was developed by Assistant Technicians of DIETs. A consultation to this effect was held with the Technicians on January 28, 2009 at SCERT (WB).
- 3.1.9. A State-level meeting was held on January 29, 2009 at SCERT (WB) involving the concerned officials of Department School Education, DIETs and DPOs for discussing the modalities of the survey. Discussions were held on the questionnaire(s) / tools, study design, sampling design, time schedule, data-entry format, district-level budget, roles and functions of district level functionaries etc. Requisite numbers of questionnaire(s) / tools, in all the three versions, were



handed over on that day to the Principal / District Project Officer/ Representative of DIETs and DPOs along with the soft copy of data-entry format.

3.1.10. Detailed survey was carried out in the seventeen districts during second / third week of February 2009 under the supervision of Principals / Principals-in-charge of DIETs and District Project Officers. Surveyors (two per school) were selected before hand and trained for this purpose by the respective DIETs and DPOs in February 2009. The survey was finally conducted in 346 schools which included 240 primary, 67 upper primary with secondary and 39 higher secondary schools. The selected classes for primary, upper primary, secondary & higher secondary levels are class-IV, VII, IX & XI respectively. In case of secondary school having upper primary section, students of both the classes –VII & IX were brought under the purview of survey. Similarly, for higher secondary school having secondary and upper primary sections, students of the classes VII, IX & XI were brought under the purview of survey.

3.1.11. During third week of February, 2009 the process of entering survey-data was undertaken by the Assistant Technicians of the DIETs / DPOs. Complete digitized data from all the seventeen districts reached SCERT (WB) by second week of March 2009. Assistant Technicians of DIETs from Hooghly and Howrah have contributed extensively in preparation of primary tables for the report. Thus Structured Query Language (SQL), data mining was done to generate suitable secondary tables and using systat the two sampled t- test was carried out on a particular issue which was reflected in this report.

3.1.12. An interim report has been thus prepared by SCERT (WB) and submitted to the Department of School Education on April 13, 2009.

3.1.13 During the preparation of the final report, in order to find out whether any correlation exists between achievement of students and their taking private tuition, SCERT (WB) had designed a new tool “PT-7” for recording the subject-

wise achievements of students of classes IV, VII, IX, XI in their latest school evaluation test. Ten students of each class were selected for the purpose, the selection being done by the surveyors with the help of the Head teacher / Class teacher. As per the guidelines provided by SCERT (WB), the surveyors selected five students from the top and five from the bottom of the achievement score list in their latest achievement test in school. Of the five from top, three girls and two boys were selected in case of co-educational schools. The same proportion was also applied for selection of five students from the bottom of the same list.

In the process, achievements of 4782 students were collected and the student list thus obtained was matched with that from PT-6 questionnaire meant for the students. After the matching of data it was found that out of 4782 students, 2816 students both from rural and urban areas received private tuition whereas 684 students did not. A software using MS-ACCESS was developed for entering the achievement scores of the students as obtained from seventeen districts under the survey. The overall scores were sorted into three categories of achievers viz., high (above 60%), average (40% to 60%) and low (below 40%) by using Structured Query Language (SQL).

3.2 Sampling Procedure

3.2.1 Population:

The target population includes all the Govt., Govt.-sponsored, Govt. Aided schools and those run by Local Body having Primary, Upper Primary, Secondary and Higher Secondary sections.

3.2.2 Criterion for selection of Sample Size:

Primary: About 0.5% of the total primary schools

Secondary/Higher Secondary: About 1% of the total Secondary / Higher Secondary schools

3.2.3 Procedure:

Two Stage Stratified Sampling procedure has been used for selection of schools.

3.2.4 Stratification:

The study used the following strata:

- i) Urban-1: Cities having 1 million or more population in 2001 i.e., Kolkata
- ii) Other than Kolkata, all other Districts were grouped into three regions in the following table:

Table: 3.2.4.1 Grouping of Districts

Region I		Region II		Region III	
District	No. of Blocks	District	No. of Blocks	District	No. of Blocks
Darjeeling	12	Murshidabad	26	Hooghly	18
Jalpaiguri	13	Birbhum	19	Bankura	22
Coochbehar	12	Burdwan	31	Purulia	20
Uttar Dinajpur	9	Nadia	17	Purba Medinipur	25
Dakshin Dinajpur	8	North 24 Pgs	22	Paschim Medinipur	29
Malda	15	South 24 Pgs	29	Howrah	14
Total	69		144		128

Each Region was further stratified into the following substrata:

1. Urban-2 : All urban schools located in urban areas of a particular region (excluding Urban-1)
2. Rural Area: Rural schools

The first stage sampling unit for selecting rural schools was a Block.

Table 3.2.4.1 shows the distribution of blocks in the 3 regions of West Bengal. Out of these 341 blocks, 20 blocks were selected for carrying out the study. The actual number of blocks taken as sample in each region was proportionate to the total number of blocks in that region (proportional allocation).

From each region, a sample of blocks was selected using Circular Systematic Sampling to provide maximum geographical coverage. The urban areas were excluded while selecting the rural schools in a particular region.

The second stage sampling units were Rural Primary / Upper Primary/ Secondary / H.S. schools belonging to the rural area of sampled blocks.

The database of DISE, list of Higher Secondary schools were used in the selection of ten Primary, two Upper Primary / Secondary and one Higher Secondary school in each of the 20 selected blocks.

In case of urban – 2 stratum all the urban schools of a particular Region were listed, from which the required number of Primary, Upper Primary / Secondary and H.S. schools was selected by employing the circular systematic method of sampling. The required number of schools was decided by proportional allocation of the total number of schools in a particular Region.

As for urban-1 schools, 10 Primary, 5 Upper Primary / Secondary and 3 H.S. schools of Kolkata were selected using the circular systematic method of sampling.

Summing up, the allocation of sampled schools to different strata was as follows:

Table: 3.2.4.2 Allocation of sampled schools

Stratification	No. of Primary Schools	No. of Upper Primary/Secondary Schools	No. of H.S. Schools	Total No. of Schools
Urban 1	10	5	3	18
Urban 2	32	23	16	71
Rural	200	40	20	260
Total	242	68	39	349

3.2.5. Sampling of Respondents in Different Strata

A. Head Master:

Responses of Heads of each of the 346 surveyed schools has been collected in the tool PT-1, developed for this study.

B. Assistant Teacher:

Three teachers from each primary school and five teachers from each Secondary/Higher Secondary school were randomly selected. After scrutiny of available data, responses of 1024 teachers - recorded in a tool, called PT 2, specially designed for the teachers - have been collected.

C. Parent/Guardian:

Based on each of the sampled schools 5 guardians have been selected randomly, whose wards study in particular school. No stratification of guardians has been made according to the classes of their wards. In PT 3 responses of 1714 guardians has been collected.

D. Community Member:

Centered on each sampled school, three members of the community have been randomly selected, thereby collecting responses of 983 respondents in the PT 4 tool.

E. Private Tutor:

Based on each sampled school, three private tutors from the locality/community have been randomly selected, thereby collecting responses of 1010 respondents in the PT 5 tool.

F. Student:

While surveying 346 schools - which included 240 primary, 67 upper primary with secondary and 39 higher secondary schools - the selected classes for primary, upper primary, secondary & higher secondary levels were class-IV, VII,

IX & XI respectively. In case of secondary school having upper primary section, students of both the classes –VII & IX were brought under the purview of survey. Similarly, for higher secondary school having secondary and upper primary sections, students of the classes VII, IX & XI were brought under the purview of survey. Stratification was made in the classes by considering two levels of high achievers and low achievers, in terms of their school level assessments. Set of five students were then randomly selected from each stratum of high achievers and low achievers.

CHAPTER- 4

IMPLICATIONS OF PRIVATE TUITION AS OBSERVED BY THE HEAD TEACHERS

For conducting the study, “The Implications of Private tuition” - a survey was conducted on 346 schools (hence 346 head teachers). These were 240 Primary, 67 Upper Primary & Secondary and 39 Higher Secondary schools. A survey questionnaire “PT-1” was developed by SCERT (WB) for the head teachers containing 13 items. Necessary software using MS-ACCESS was also developed for the purpose of entering the survey data. The data thus obtained after the survey were entered and organized. Primary and secondary tables were prepared in the process by using Structured Query Language (SQL). Analyses of the secondary tables were then carried out for observing the implications of private tuition.

Some of the **items** included in the questionnaire were:

- Total Teaching-Learning days in the school
- Percentage of students taking private tuition
- Reasons for which students opt for private tuition
- Subjects on which students mostly take private tuition
- Reasons of providing private tuition to their children by the guardians / parents
- Class from which the trend of taking private tuition starts
- Provision of tutorial classes for the students after school hours
- General observation of headteachers on the practice of private tuition
- Alternative arrangements for the children in school to avoid the need of private tuition

The responses as obtained from the survey were categorized and presented in the form of primary tables (Table - 4.17 to Table - 4.54) that are given in the Annexure- I at the end of this report. This chapter contains analysis of the responses made by the head teachers of the surveyed schools. Attempts has also been made in this chapter to cross-check / triangulate the observations with the same made by the teachers, guardians, community members, private tutors and students.

As a result of such analysis, some comments, conclusions / suggestions for improvement of the situation have been arrived at.

ANALYSIS OF RESPONSES OBTAINED FROM HEAD TEACHERS

4.1 Total number of schools surveyed: 346

- a) Number of rural schools surveyed: 255
- b) Number of urban schools surveyed: 91

Type of schools

Table - 4.1

Area	Government			Government Sponsored			Government Aided			Run by Local Body		
	Pry	UP_Sec	HS	Pry	UP_Sec	HS	Pry	UP_Sec	HS	Pry	UP_Sec	HS
Rural	58	1	0	79	13	6	60	24	14	0	0	0
Urban	17	1	1	15	9	3	10	19	15	1	0	0
State	75	2	1	94	22	9	70	43	29	1	0	0

[Data source: Table-4.17, 4.18, Annexure-I]

- a) Total Primary schools (Rural + Urban): 240
- b) Total Upper Primary & Secondary schools (Rural + Urban): 67
- c) Total Higher Secondary schools (Rural + Urban): 39

4.2 Total number of students in the sampled schools: 1, 62,301
(Boys- 55%; Girls- 45%)

- a) Total number of students from rural area: 59,608
- b) Total number of students from urban area: 1, 02,693

4.3 Social category of students in the sampled schools (in %):

Table - 4.2

General	Scheduled Caste	Scheduled Tribe	Minority	Physically Handicapped
74	21	5	25	2

[Data source: Table- 4.19, Annexure-I]

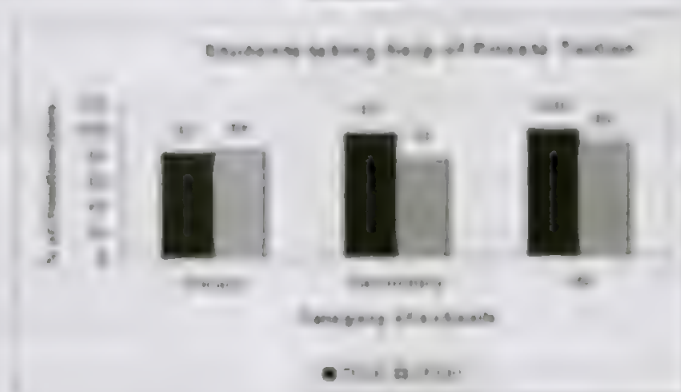
4.4. Comparison of Satisfaction-Questionnaire responses regarding taking help of private tuition

Table 4.2

Grade	Private	Private Tutoring Satisfaction	Higher Satisfaction
Classed	10	95	95
Un-Classed	10	95	95
Grade	0.1	00	00

(Percentage Satisfaction: 0.00 = 0%, 1.00 = 100%)

Fig. 4.1



It is seen that the young generation in part of the country, who are approximately equal percentage of total student population have not the need of private tuition. Both in the rural and the urban areas. In case of Upper primary, Secondary and Higher Secondary classes, the majority of taking private tuition for the students is found prevalent in the rural area (Fig. 4.1). 10% percentage in rural (Higher Secondary) of total population have stated that students take the help of private tuition. In 40% (Ref. PT-1, Para 5.3.4, Serial P) and 60% (Ref. PT-2, Para 5.3.4, Serial 7) of surveyed school teachers from rural and urban areas have agreed to the above fact that students of their schools take the help of private tuition.

In fact, surveyed students from classes IV (VI) (70%), VII (40%), VIII (30%) and XI (25-35%) have categorically stated that they take private tuition (Ref. PT-3, Para 5.7).

In this respect, it is found that only 60% of private tuition provide tuition to classes I-V. The percentage goes down as the students reach higher classes. This is probably due to the fact that in

higher classes, persons with more sound professional background are sought as private tutors (Ref: PT-5, Para 8.4).

This trend is also evident from the observations made by the surveyed students. The percentage of students taking private tuition from persons who are primarily private tutors only, gradually decreases as they reach higher classes (Ref: PT-6, Para 9.13).

Above observations indicate classroom insufficiency of the processes at all the stages, more so at the Higher Secondary level. If the unemployed youth is unable to coach at the Higher Secondary level, it is not certain if regular teachers of the schools are offering private coaching at the Higher Secondary level?

4.6a Impression of head teachers (in %) on approximate percentage of students going for private tuition:

Table - 4.6

Area	Primary					Upper Primary Secondary					Higher Secondary				
	<25%	25-50%	50-80%	> 80%	NR	<25%	25-50%	50-80%	> 80%	NR	<25%	25-50%	50-80%	> 80%	NR
Rural	36	37	10	4	13	24	34	29	11	2	10	30	30	20	10
Urban	33	33	16	5	13	10	28	21	21	20	11	21	32	26	10
State	35	36	11	4	13	18	31	25	15	10	10	26	31	23	10

[Data source Table-4.26, 4.27, 4.28, 4.29, 4.30, 4.31, Annexure-I]

In contrast to the observations made by the surveyed students, 73% and 66% of surveyed head teachers in rural and urban area respectively perceive that 50% (or less) of students opt for private tuition in the primary classes. Same opinion is shared by 58% of head teachers at the Secondary level in the rural area.

In the urban areas, however, 42 % of head teachers state that more than 50% of students go for private tuition at the Secondary level. The trend is same in Higher Secondary schools where 50% and 58% of head teachers from rural and urban areas respectively say that more than 50% of students go for private tuition.

The reasons (in order of priority) behind **students** opting for private tuition as cited by the head teachers are given below:

- a) Guardians / parents being illiterate cannot take care of the academic needs of their wards at home.
- b) Guardians / parents do not get sufficient time to spend with their children at home due to their busy work schedule and /or household chores.
- c) Individual care is taken by the private tutors who help the students by giving notes on class-lessons and provide assistance in doing their home-work / assignments. In the process, the guardians / parents also ensure that their wards study regularly at home. This has also been endorsed by the surveyed students (Ref: PT-6, Para 9.10).
- d) Giving private tuition has become a tradition especially for economically secured families. Families with sufficient resources invest in tutoring as they expect their children to score good marks in the examinations in order to survive in the highly competitive world and get well-paid jobs in the long run.

Students have themselves stated that it is easier for them to score high marks in the examination if one takes tuition from private tutors (Ref: PT-6, Para 9.10). Private tutors have asserted, that students taught by them, are better performers compared to those who are not coached privately (Ref: PT-5, Para 8.11).

- e) Due to overcrowded classrooms with inadequate number of teachers, students - especially weak and slow learners, find it difficult to understand lessons taught in the class.

This has been further confirmed by the surveyed guardians (Ref: PT-3, Para 6.6). 47.9% of surveyed private tutors have opined that such inadequacy hampers the teaching-learning processes in the schools and prompts the students to go to the tutorial classes (Ref: PT-5, Para 8.13).

- f) Students themselves like to take tuition along with their friends.

62% of head teachers have said that students mostly take tuition on **Mathematics** and **English**. Tuitions on Science (Physical Science, Life Science), Bengali are also taken but to a limited extent. Similar observations have been made by the private tutors and the surveyed students in this regard (Ref: PT-5, Para 8.5; PT-6, Para 9.3).

4.6b Impression of head teachers (in %) on approximate number of coaching centres in the locality of schools:

Table - 4.7

Percentage of headteachers	Number of Coaching Centres in the locality of the school						
	0	1	2	3	4	5	>5
	46	15	18	5	3	4	9

54% of head teachers have stated that coaching centres operate in the vicinity of the schools.

4.7 76% of head teachers state that guardians / parents (rural: 72%, urban: 74%) are in favour of providing private tuition to their wards. Guardians also make gender preferences in this regard. 53% of head teachers in rural area and 52% of head teachers in urban area affirm that boys are preferred over girls. Boys are considered as better investment than the girl children owing to the fact they are the future bread-earners of the family.

The reasons behind **guardians / parents** providing tuition as cited by the head teachers are given below:

a) Guardians / parents are either illiterate, lack awareness or do not have sufficient time.

The study has revealed that 8.46% and 56.83% of surveyed guardians respectively are illiterate and have not passed the Madhyamik examination (Ref: PT-3, Para6.4). 39.38% of guardians themselves have declared that they do not spend any time in helping their child / children with their studies. Guardians even cannot help their children at all stages and in all the subjects (Ref: PT-3, Para 6.5). 19.8% of surveyed students have also confirmed that there is nobody in their homes to help them with their studies (Ref: PT-6, Para 9.10).

b) Head teachers also say that guardians / parents resort to providing private tuition so that their wards can make effective utilization of time outside the school hours. Extra coaching is sought for their wards, which the guardians feel will ensure quality education for their children.

42.49% (Ref: PT-2, Para 5.3.1, Serial - 1), and 40.89% (Ref: PT-2, Para5.5.1, Serial - 1) of surveyed school teachers, both from rural and urban areas, have expressed their strong agreement that study hours are effectively utilized in the private coaching classes.

c) Few head teachers, however, perceive that according to some guardians teaching-learning provided in schools is not adequate.

Effective utilization of study hours seem to be a strong driving force for the children to approach coaching centres, the classroom processes prevalent in the school, therefore, need to be reoriented to satisfy this basic need of the children.

4.7a Impression of head teachers on different classes at which students start taking private tuition

45% of head teachers have stated that students start taking private tuition from class I. In this context, however, 54.74% surveyed guardians have declared that private tuition is more rampant amongst Madhyamik students (Ref: PT-3, Para 6.11). Similar opinion is also shared by 61.24% of the respondent community members (Ref: PT-4, Para 7.5).

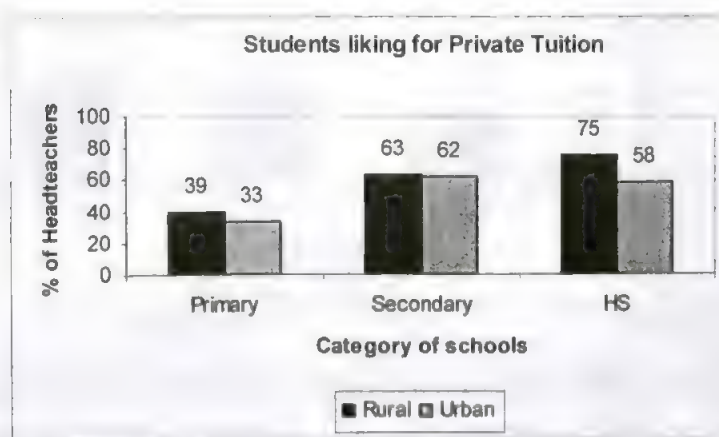
4.8 Response of head teachers (in %) on students liking private tuition:

Table - 4.8

Area	Primary	Upper Primary _ Secondary	Higher Secondary
Rural	39	63	75
Urban	33	62	58
State	38	63	67

[Data source: Table-4.37, 4.38, Annexure-I]

Fig-4.2



Majority of the head teachers (67%) think that students like taking private tuition at the Higher Secondary level as is evident from the table given above. Apparently this trend of liking

private tuition is also provided among the secondary students 42% & 41% of total students. However, not all primary students have used this option as a supplement to their school learning (Fig-4.2)

In this respect, 55.4% rural (Rural PPA, Para 5.3.3, Serial - 6) and 41% urban (Rural PPA, Para 5.3.3, Serial - 8) surveyed teachers have stated that majority of the students had having private tuition.

Students' inclination for private tuition probably indicates lack of satisfaction in the classroom process, particularly at the Higher Secondary level.

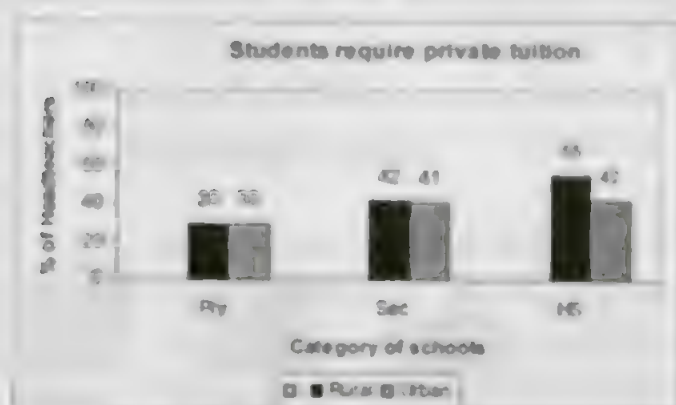
4.9a Response of head teachers (in %) on students requiring private tuition

Table - 4.9

Area	Primary	Upper Primary Secondary	Higher Secondary
Rural	30	42	55
Urban	30	41	42
State	30	42	44

[Data source: Table-4.9 (4.9). Annexure I]

Fig-4.3



Head teachers say that students may require private tuition at Higher Secondary level 55% & 42% of head teachers from rural and urban areas confirm the need at Higher Secondary level as against only 42% and 41% at the Secondary level 30% of head teachers say that students do not require private tuition at the Primary level [Fig-4.3]

The reasons as to why students require private tuition as a need for the head teachers are given below:

- Due to insufficient number of teachers in school, all students cannot be guided properly.
- Regularly in the study process at home.
- Involvement of the guardians to guide their children in their studies.
- Private tutor gives extra time to the children, thus helping them to understand the lessons in a better way.

Insufficient support at school and at home is again found to be the prime determinants for which the head teachers and teachers have to innovate further to enhance the quality of classroom processes in the school. This will be particularly necessary for the children who are first generation school goers. Emphasis on class-work / group activities in the school and reducing the need of HOME WORK may be one of the many steps to help such children.

4.8b) Response of head teachers (in %) on encouragement to students in asking questions

Table - 4.10

Area	Primary	Upper Primary Secondary	Higher Secondary
Rural	97	100	100
Urban	100	97	84

[Data source: Table-4.41, 4.42, Annexure-I]

Almost all the surveyed head teachers have expressed their agreement in unison that students are encouraged in the classes to ask questions.

4.9 Opinion of head teachers (in %) on the economic background of the family of the students:

Table - 4.11

Percentage of headteachers	Rural area				Urban area			
	Low Income Group	Middle Income Group	High Income Group	No Response	Low Income Group	Middle Income Group	High Income Group	No Response
	78	13	3	6	77	18	0	5

[Data source: Table-4.45, Annexure-I]

Head teachers state that most of the students come from families having low monthly income. Very few students come from families belonging to middle or high income group. Guardians / parents have to bear additional costs in order to provide the supplementary tuition facilities to their wards.

The study has revealed that major occupations of surveyed guardians are cultivation and household work. Some of the guardians are into daily labour, business and service (Ref: PT-3, Para 6.1; PT-6, Para 9.1).

The sense of inadequateness in the school is thus driving the low income households to send their children to private coaching classes. School can't remain mere spectators in the process, some changes in the school must take place, remedial lessons and peer group learning should be arranged in the school.

4.10 General opinion of head teachers (in %) on "Private Tuition" in order of priority:

- Private tuition offers an opportunity to the unemployed youth to have part-time employment - 95.3%
- Private tuition is essential for slow learners - 78%
- The practice of private tuition un-necessarily increases the hidden cost of education - 76.3%
- Students taking private tuition score high marks in the examination - 71.3%
- Private tutors provide notes for examination purpose - 70%
- Investment on private tuition indirectly affects the nutritional status of children - 67.3%
- Personal attention to students is provided during private tuition - 65.6%
- Private tuition frustrates the objective of stress-free education - 63.3%
- Private tuition helps the bright students - 62.6%
- Private tuition contributes to the increase in curricular load - 59.6%
- Additional books in the booklist increases the dependence on private tuition - 53.6%
- Private tuition often unfavourably influences the teacher-teacher & teacher-student relation- 51.6%
- Students are not willing to learn at school - 51%
- Private tuition is necessary for average students - 49.3%
- Students taking private tuition understand the class lessons better - 45%
- Students taking private tuition concentrate more on class-room teaching compared to other students- 31.3%
- Private tutors have better knowledge of the subject - 21.3%
- Private tutors are better equipped in examination techniques - 18.3%

4.11 Response of head teachers (in %) on provision of Tutorial classes for students after school:

Table - 4.12

Category of School	Rural area	Urban area	State
Primary	12	14	12
UP_Secondary	34	28	31
Higher Secondary	25	21	23

[Data source: Table-4.48, 4.49,4.50, Annexure-I]

Above table shows that at all the stages, the arrangement for provision of tutorial classes in schools after the school hours is not adequate.

Table - 4.13

Category of School	Provisions of Tutorial Class in school for (opinion of head teachers in %)					
	Bright students		Slow learners		Average students	
	Rural	Urban	Rural	Urban	Rural	Urban
Primary	4	0	61	17	22	50
UP_Secondary	23	13	46	63	31	25
Higher Secondary	0	25	40	0	60	75

[Data source: Table- Table-4.48,4.49,4.50, Annexure-I]

Head teachers have observed that at the primary level, especially in the rural area, tutorial classes are organized in the schools to cater to the needs of the slow learners. In the urban area, such provision is mainly made for the average students. It is claimed that such arrangement is made for the average students of Higher Secondary schools in both rural and urban areas, for the Secondary schools, greater emphasis is given to the slow learners in the urban areas.

The table given below describes the overall academic achievement of surveyed students (Ref: PT -7, Para 10.5).

Achievement of surveyed students	% of students taking private tuition	% of students not taking private tuition
High (> 60%)	43.2	34.2
Average (40%-60%)	27.6	29.2
Low (< 40%)	29.2	36.6

It is seen that 43.2 % of students, who received private tuition, have scored above 60% marks in the examination. However, it is also observed that percentage of students, who do not take tuition, is more in the low achievement category (< 40%).

4.11a Alternative / special arrangements in the school for children to avoid the need for private tuition: Views of the head teachers

- Homework need not be given at the Primary level. All aspects of education to be covered in the school itself
- Increasing the number of teachers in schools and making residential arrangement for them within the school campus
- Increasing the number of classrooms / units in the school
- Teachers may not be engaged in administrative work
- Simple method of teaching in class may be adopted
- Education to be made more joyful by the increased use of Teaching Learning Materials (TLMs) during classroom transaction of lessons
- Promoting peer-learning, group-learning and remedial teaching in the school
- Ensuring regular attendance of both teachers and students in the school
- Establishment of friendly relation between the teacher and the students
- Provision of special tutorial classes for students in school especially for the weak students / slow learners
- Motivating teachers to provide their best to the students
- Creating awareness amongst guardians / parents about their wards' future by the school
- Organisation of regular parent-teacher meetings in the school for updating the guardian / parent on his / her child's progress

- Regular interaction of school with parent / guardian and Village Education Committee (VEC) members
- Regular inspection of schools by the concerned authorities

In this context, 69.55% of surveyed rural teachers (Ref: PT-2, Para 5.3.1, Serial – A.2) and 67.93% of surveyed urban teachers (Ref: PT-2, Parab5.5.1, Serial – A.2) have put forward their views that there is an alternative to private tuition

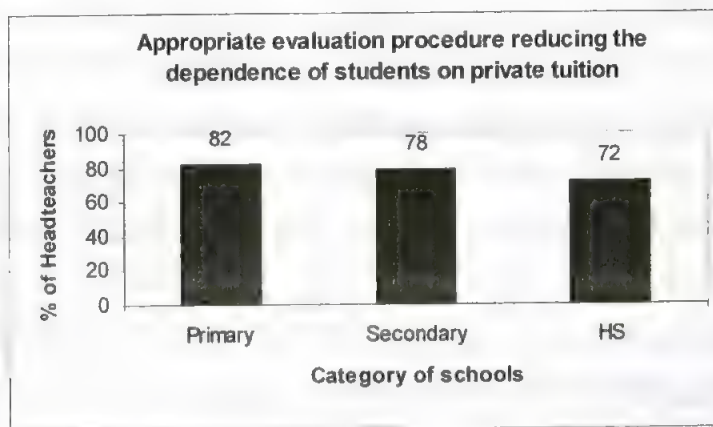
4.11b Response of head teachers (in %) on appropriate evaluation procedure reducing the dependence of students on private tuition:

Table - 4.14

	Category of Schools		
	Primary	Upper Primary_ Secondary	Higher Secondary
% of respondents in agreement	82	78	72

[Data source: Table-4.51, Annexure-I]

Fig-4.4



Above table shows that 82% of head teachers of Primary schools have agreed that an appropriate evaluation procedure can reduce the dependence of students on private tuition. Same opinion is shared by a comparatively less number of head teachers from Secondary and Higher Secondary schools [Fig-4.4].

However, 83.42% (Ref: PT-2, Para 5.2.1 serial – A.19) and 81.76% (Ref:PT-2, Para 5.4.1,serial – A.19) of school teachers from rural and urban area have stated that evaluations of students are done on regular class room activities.

4.12 Response of head teachers (in %) on promotion of activity-based teaching-learning / co-curricular activities in school:

Table - 4.15

Activities	Category of Schools		
	Primary	UP_Secondary	Higher Secondary
Activity-based Teaching-Learning	95	90	95
Co-curricular activities	90	97	100

[Data source: Table-4.52, Annexure-I]

In confirmation with the above observations made by the head teachers regarding promotion of co-curricular activities in the schools, approximately 90% of surveyed teachers have said that students are encouraged to increase their participation in such activities in the school (Ref: PT-2, Para 5.2.1, Serial- A.9 ; Para 5.4.1, Serial- A.9).

Only 68% of the surveyed head teachers have stated that their school participates in inter-school competition of co-curricular activities. However, 88% of head teachers feel that the co-curricular activities may be organized through school complex with the neighbouring schools.

The responses of the head teachers show that some sports and games that the students usually play in the school are Football, Kabadi, Kho-Kho, Cricket, Badminton, Long jump, High jump, Skipping, Volley Ball, Relay race, Sack race, Shot-put, Hide & Seek, Musical chair, Math race, Gymnastics, Yoga, Ludo and other indoor games.

4.12a Response of head teachers (in %) on usage of activity-based manuals by the schools:

- i) The Primary English Teacher's Companion (- developed by WBBPE)- 61%
- ii) Kajer Majhe Bigyan (- developed by SCERT) - 56%
- iii) Kajer Madhyame Ganit (- developed by SCERT) - 51%
- iv) Manual for Mathematics Laboratory (- developed by WBBSE) - 27%
- v) Manual for Life Style Education - 37%

4.13 Measures suggested by head teachers for strengthening teaching-learning processes in the schools

- Education to be made child-centric, joyful and interactive. Introduction of play-way method of education; competency-based learning etc
- Mother tongue to be the medium of instruction
- Motivation of students to be punctual, disciplined and to attend school regularly
- Maintenance of healthy relation between teachers and students
- Teachers to become more sensitive and pay more concentration on the teaching-learning process in the classroom. Non-academic work for the teachers may be stopped; responsibility of Mid-Day Meal may be given to the community members
- Creating awareness amongst guardians / parents. Building of parent-teacher relationship through monthly meetings etc.
- Teachers and guardians should take care of the mental and physical development of the children which includes their personal hygiene, cleanliness, food habits, daily routine like getting up early in the morning etc.; provision of nutritious & balanced diet for the children ; arrangement of medical check-ups / health camps for the school students
- Increase in the number of schools along with the development of the existing ones which includes increase in the number of classrooms, provision of playground and other infrastructural facilities
- Recruitment of adequate number of teachers in school
- Text books to be made available to the students in time
- Emphasis on development of reading and writing skills; rigorous use of TLMs, board-work etc.,
- Continuous evaluation of students and arrangement of remedial classes
- Organization of cultural programmes, exhibitions, excursions, nature study, story telling, essay writing, gardening etc., in the school
- Encouraging students to go for social work
- Encouraging students to participate in games /sports and other physical activities
- Regular school inspection by the concerned authorities.

4.14 Summary of the chapter

- Average number of teaching-learning days is more in the Primary schools than in Upper Primary and Higher Secondary schools. The number of teaching-learning days is more in the schools located in the rural areas than in those in the urban areas (Para 4.5).
- Students are encouraged in class to ask questions (Para 4.8b).
- Provision of tutorial classes in schools after the school hours is not adequate (Para 4.11).
- Students mostly come from families having low monthly income. Very few students come from families belonging to middle or high income group (Para 4.9).
- Guardians / parents are in favour of providing private tuition to their wards. Guardians make gender preferences in this regard as boys are preferred over the girls (Para 4.7).
- Primary school students take the help of private tuition both in rural and urban areas. In case of Upper Primary, Secondary and Higher Secondary schools, the tendency of taking private tuition by the students is comparatively more in the rural areas (Para 4.6).
- Surveyed head teachers (rural: 73% & urban: 66%) state that 50% (or less) of students opt for private tuition in the primary classes (Para 4.6a).
- 58% and 42% of head teachers of the Secondary schools, under survey, in the rural and urban areas respectively, state that more than 50% of students go for private tuition (Para 4.6a).
- In case of surveyed Higher Secondary schools, 50% and 58% of head teachers from rural and urban areas respectively say that more than 50% of students go for private tuition (Para 4.6a).
- Primary students, both from rural and urban areas, do not like taking tuition as is perceived by the head teachers. In this respect, head teachers uphold the idea that primary students do not require tuition (Para 4.8).
- Students like taking private tuition at the Higher Secondary level. This fascination for private tuition is also observed amongst the Secondary school students. Head teachers maintain that students may require private tuition both at the Secondary and Higher Secondary levels (Para 4.8)..
- Students mostly take private tuition on Mathematics and English. Tuitions on Science (Physical Science, Life Science), Bengali are also taken but to a limited extent (Para 4.6a).
- The head teachers feel that an appropriate evaluation procedure can reduce the dependence of students on private tuition (Para 4.11b).

Mark Bray in his paper titled **“Private Supplementary Tutoring: Comparative Perspectives on Patterns and Implications”** studies that families with sufficient resources invest in private tuition to help their children to pass examinations with good grades and benefit later through greater lifetime earnings. Further, Bray observes that parents may make gender-related decisions - sometimes boys are considered a better investment than girls because boys are more likely to find wage-earning employment. Children who receive private tutoring are likely to perform better in school and to stay in the education system for longer durations. Additionally Bray states that, “Tutoring can contribute to the livelihoods not only of the tutees but also of the tutors”. This appears to be consistent in our study too.

CHAPTER 5

IMPLICATIONS OF PRIVATE TUITION AS OBSERVED BY TEACHERS

In our study on the implication of private tuition, it has been so designed that responses from all the stakeholders in this process have been collected. School teachers constitute an important component of them, and hence the responses of the teachers are recorded in our study.

The study was conducted in 346 schools which included 240 Primary, 67 Upper Primary (with Secondary) and 39 Higher Secondary schools. The schools were selected by employing two-stage stratified sampling and circular systematic method of sampling. Subsequently three teachers from each primary school and five teachers from each Secondary/Higher Secondary school were randomly selected. After scrutiny of available data, responses of 1024 teachers - recorded in a tool, called *PT-2*, specially designed for the teachers - have been found to be correct. This tool, along with the five other tools used in this survey, has been provided at the end of this report. SCERT (WB) underwent several phases of activities, involving experts from varied fields, to design each of the Items of PT-2.

The PT-2 broadly consisted of three sections:

- i. Information on the Schools and the responding Teachers;
- ii. Observations of Teachers on Classroom Processes;
- iii. Observations of Teachers on Private Tuition.

This tool has been developed in such a way that the responses of the teachers have been recorded in a five-point *Likert Scale*. The five categories are: Strong Agreement, Agreement, Undecided, Disagreement and Strong Disagreement. There are twenty-five Items under “Observations of Teachers on Prevailing Classroom Processes”, and ten Items under “Observations of Teachers on Private Tuition”. Finally, on administering the PT - 2 tool, the volume of usable data obtained was about forty thousand in number.

It required further rounds of deliberations before appropriate tables were designed to structure the huge data obtained. By use of appropriate software, digital data-mining was carried out, wherefrom the Primary Tables were made. The Primary Tables are provided as Table A 5.1 – A 5.6 in Annexure - II. The observations which emerged from these Primary Tables have been classified under 'Rural' and 'Urban' heads in the present chapter while presenting in this report. Under each set of observations, graphical representations are provided in the form of Bar Diagrams. Finally, implications in terms of the available observations on the research questions are presented at the end of this chapter.

5.1 Profile of the Teachers in the Surveyed Schools

Number of Teachers giving correct responses:

Rural – 706 Teachers

Urban – 318 Teachers

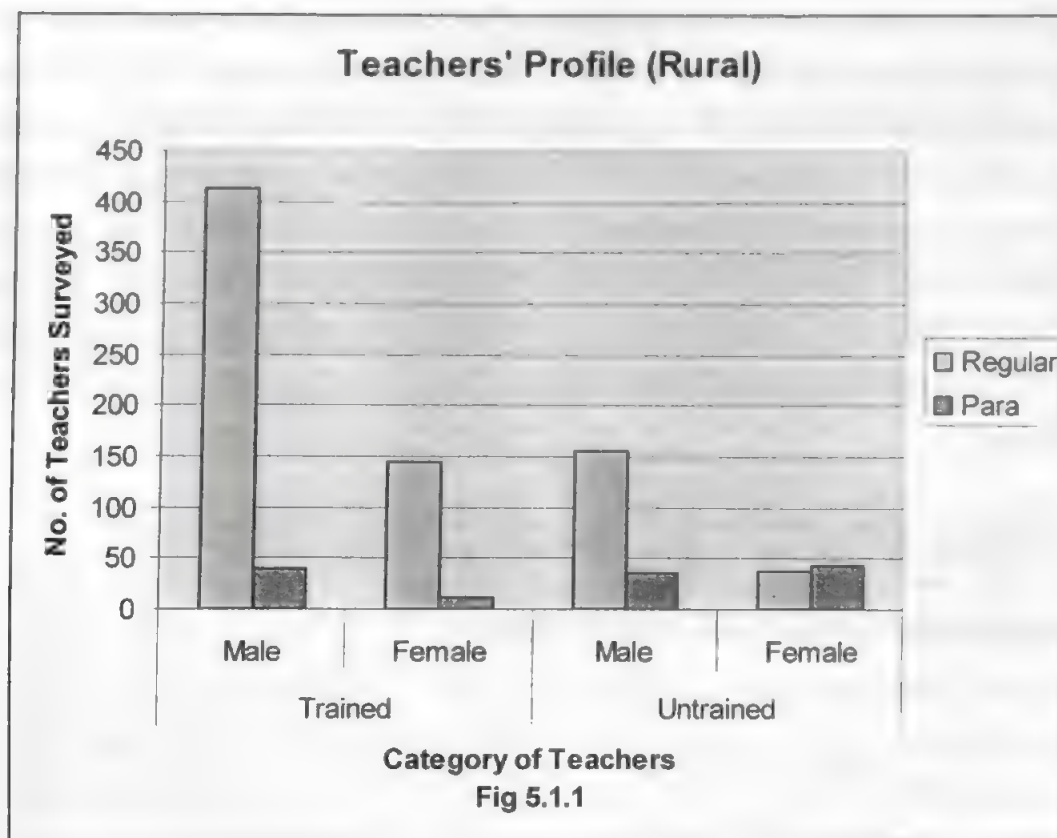
Total - 1024 Teachers

5.1.1 Salient Features in Teachers' Profile (Rural)

Table: 5.1.1: Category of teachers (Rural)

	Trained		Untrained	
	Male	Female	Male	Female
Regular Teacher	413	144	155	38
Para Teacher	39	12	36	43

(Data Source: Table A 5.1, Annexure - II)

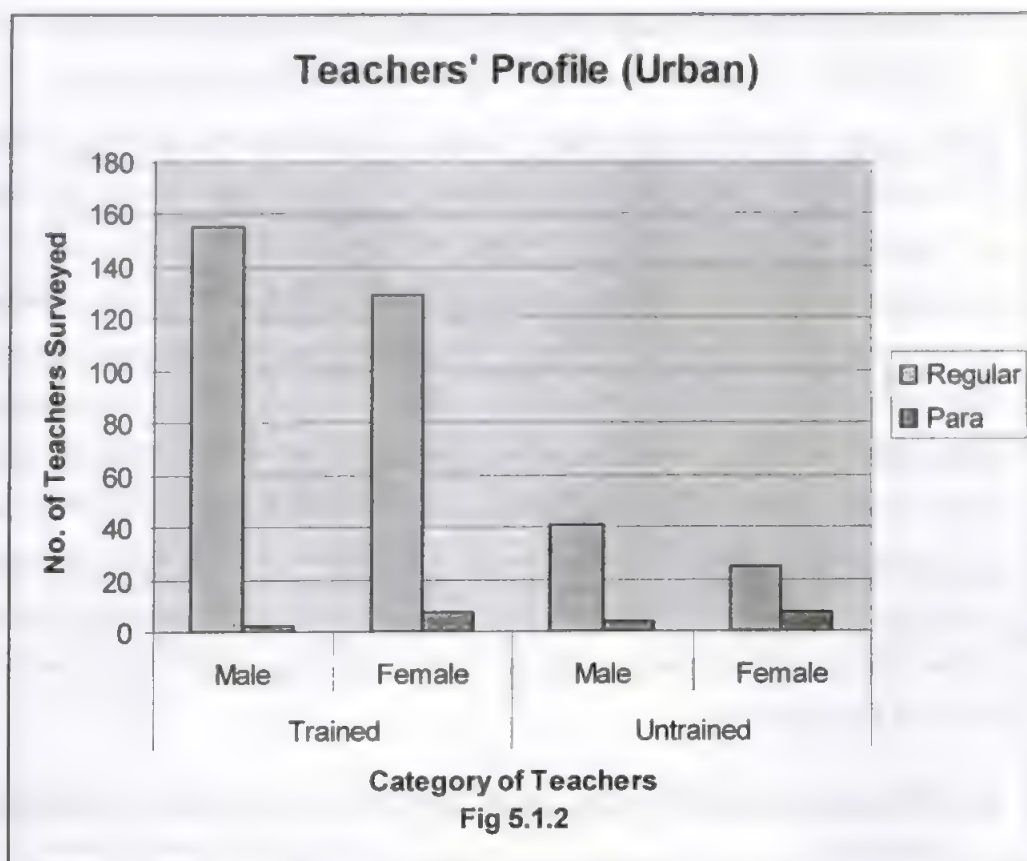


5.1.2 Salient Features in Teachers' Profile (Urban):

Table: 5.1.2: Category of teachers (Urban)

	Trained		Untrained	
	Male	Female	Male	Female
Regular Teacher	115	129	41	25
Para Teacher	2	7	4	7

(Data Source: Table A 5.2, Annexure - II)



5.2 Observation of Teachers on Prevailing Classroom Processes (Rural):

In his paper 'Private Supplementary Tutoring: Comparative Perspectives on Patterns and Implications' (2005) Mark Bray described, "... private supplementary tutoring..." as "shadow education system". The term has been justified by Bray as, "...This tutoring is described as a shadow for several reasons. First, it only exists because the mainstream exists. Second, it imitates the mainstream: as the mainstream changes in size and orientation, so does the shadow. Third, in almost all societies much more public attention focuses on the mainstream than on its shadow; and fourth, the features of the shadow system are much less distinct than those of the mainstream." To record the prevalent mainstream classroom practices, the observations of 706 Rural teachers on the issues of Classroom Processes raised in the tool have been presented in the table below. The text of the issues raised can be found in the tool PT-2 at the end of this report in Annexure – V.

5.2.1 Salient Features in Observations of Teachers on Classroom Processes (Rural):

The opinions of the teachers can be classified under two categories – the areas where teachers expressed satisfaction in the process and second, where there is some perceived dissatisfaction of the teachers. The supporting data for these observations have been sourced from Table A 5.3, Annexure – II.

A. Areas of satisfaction:

1. Most of the sampled teachers (67.98%) Agree/Strongly Agree that topics can be elaborately discussed with students during school periods.
2. 39.94% teachers have agreed that teachers have enough time for preparation and planning of lessons.
3. 86.12% teachers Agree/Strongly Agree that Teaching Aids are effectively utilized in class room processes.

4. 94.76% teachers Agree/Strongly Agree that short and probing questions help in better understanding by the students.
5. 80.74% teachers Agree/Strongly Agree that remedial classes are taken to bridge the learning gaps in slow learners.
6. 95.04% teachers Agree/Strongly Agree that some students are always better prepared in the class than the rest.
7. 84.13% teachers Agree/Strongly Agree that it is more important to raise inquisitiveness among the learners than memorizing of content.
8. 85.83% teachers Agree/Strongly Agree that after attending State/District/Cluster level training programmes, the teachers carry out follow-up activities in their schools.
9. 92.92% teachers Agree/Strongly Agree that students are encouraged in co-curricular activities in school.
10. 71.67% teachers Agree/Strongly Agree that in their schools students participate in inter-school co-curricular events.
11. Most of the teachers (28.05%) Disagreed to the fact that their students complete their home tasks with the help of their private tutors.
12. 64.59% teachers Agree/Strongly Agree with the statement that students are given home tasks everyday.
13. 88.1% teachers Agree/Strongly Agree that personal attentions are given while helping students to solve problems in class rooms.

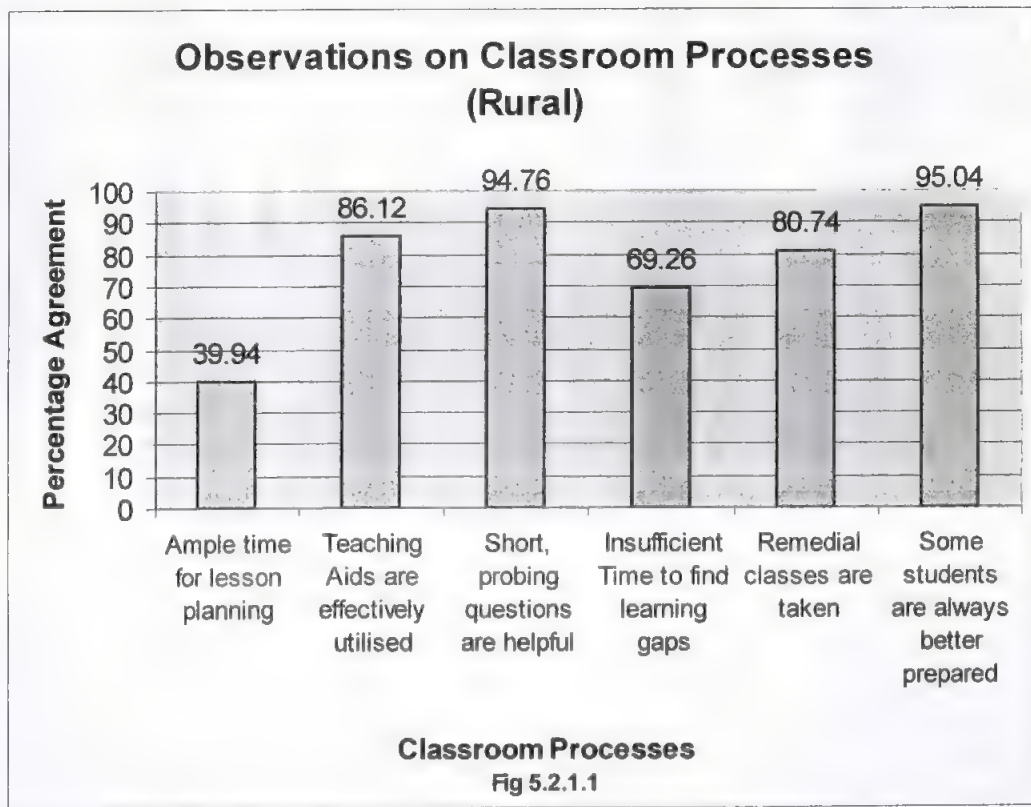
14. 77.48% teachers Agree/Strongly Agree to the fact that it is possible for the students to get prepared for all the unit / terminal tests in school.
15. 77.77% teachers Agree/Strongly Agree that their students in class are provided with simplified notes.
16. 44.47% teachers Strongly Agree/Agree to the statement that the sequence of learning tasks is modified according to learners' needs.
17. 84.13% teachers Agree/Strongly Agree that additional efforts are given to prepare the weak students.
18. 86.41% teachers Agree/Strongly Agree that they take help of suitable class room activities to transact lessons on different subjects.
19. 83.42% teachers Agree/Strongly Agree that evaluations of students are done on regular class room activities.
20. 91.22% teachers Agree/Strongly Agree that they use TLMs in class to help students in concept attainment.
21. 86.41% teachers Agree/Strongly Agree that Computer Aided Learning helps students in better understanding of concepts.

B. Areas of dissatisfaction:

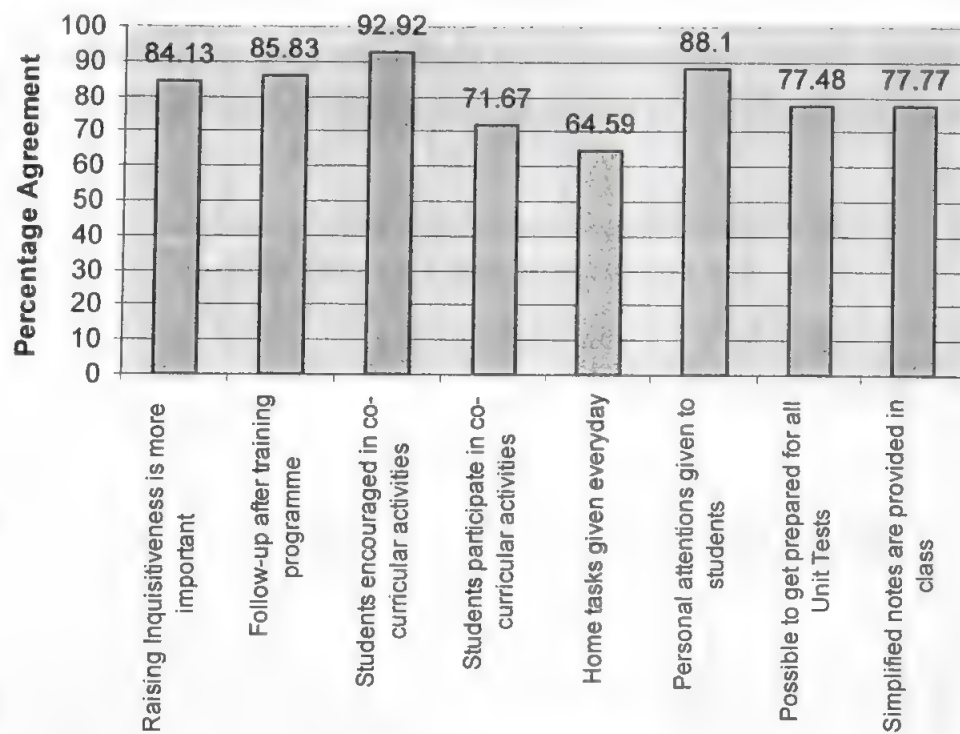
1. 69.26% teachers Agree/Strongly Agree to the fact that class durations are insufficient to identify learning gaps among students.
2. 28.76% teachers Agree/Strongly Agree to the fact that demonstrations/activities can not be arranged during teaching.

3. 74.5% teachers Agree/Strongly Agree that class room teaching is being negatively influenced by increased frequency of assessments.
4. 36.97% teachers Agree/Strongly Agree that suitable measures can not be taken in remedial classes for students whose performances are poor in unit tests.

5.2.1.1 Graphical Representation:



Observations on Classroom Processes (Rural)



Classroom Processes
Fig 5.2.1.2

Observations on Classroom Processes (Rural)

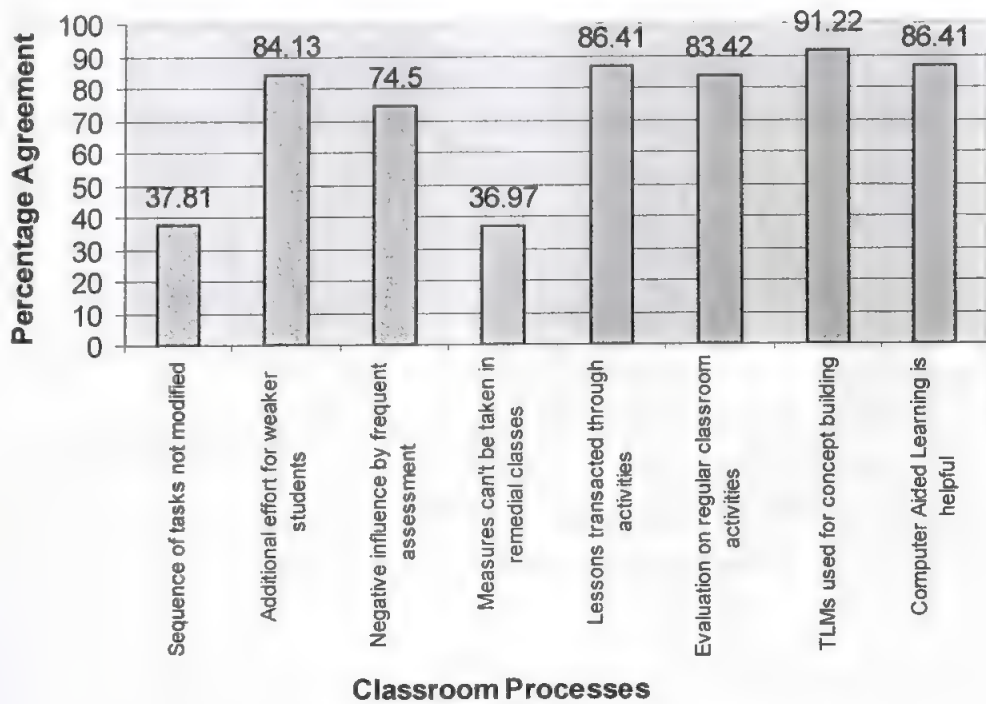
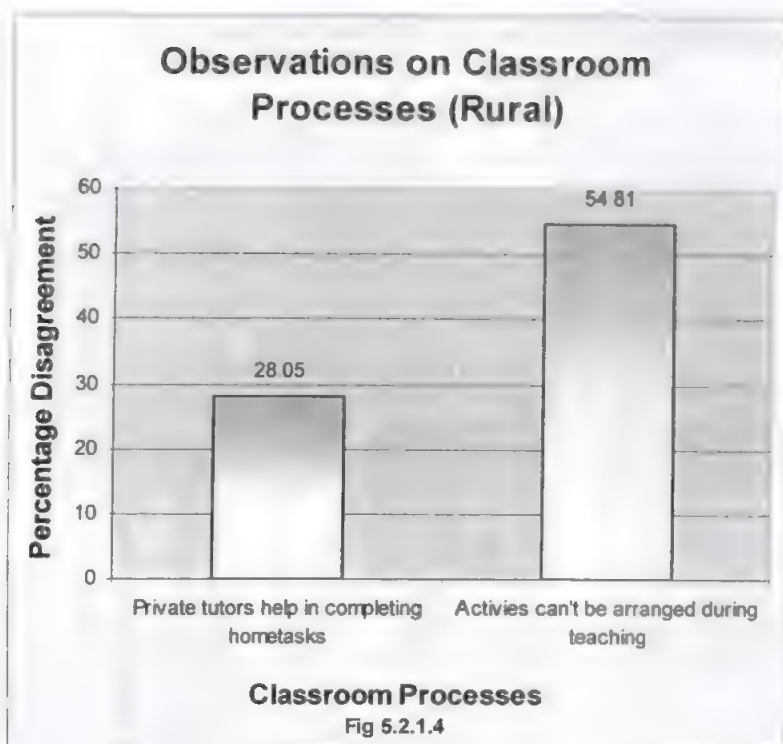


Fig 5.2.1.3



5.2.1.2 Impressions gathered from Teachers' observations in Para 5.2.1

Although 91.22% teachers agree that TLMs are helpful for development of concepts, 28.76% teachers feel that demonstration/activities can not be arranged during classroom teaching. Thus the teachers seem to agree to the theoretical needs but fail to practise the same in actual classroom. This may lead to some kind of *incompleteness* in prevailing classroom practices of the schools. A support to this argument may be found in Marc Bray's (2005) paper where he has cited other studies to state, "... it is widely believed that classroom teaching was *insufficient* for doing well in examinations, with the result that pupils sought private tutoring."

5.3 Observations of Teachers on Private Tuition: (Rural)

The observations of 706 Rural teachers on the issues of Private Tuition raised in the tool have been presented in the table below. The text of the issues raised can be found in the tool **PT 2** at the end of this report in Annexure - V.

5.3.1 Salient Features in Observations of Teachers on Private Tuition: (Rural)

The opinions of the teachers can be classified under two categories – the areas where teachers expressed satisfaction in the process and second, where there is some perceived dissatisfaction of the teachers. The supporting data for these observations have been sourced from Table A 5.4, Annexure - II.

A. Areas of satisfaction:

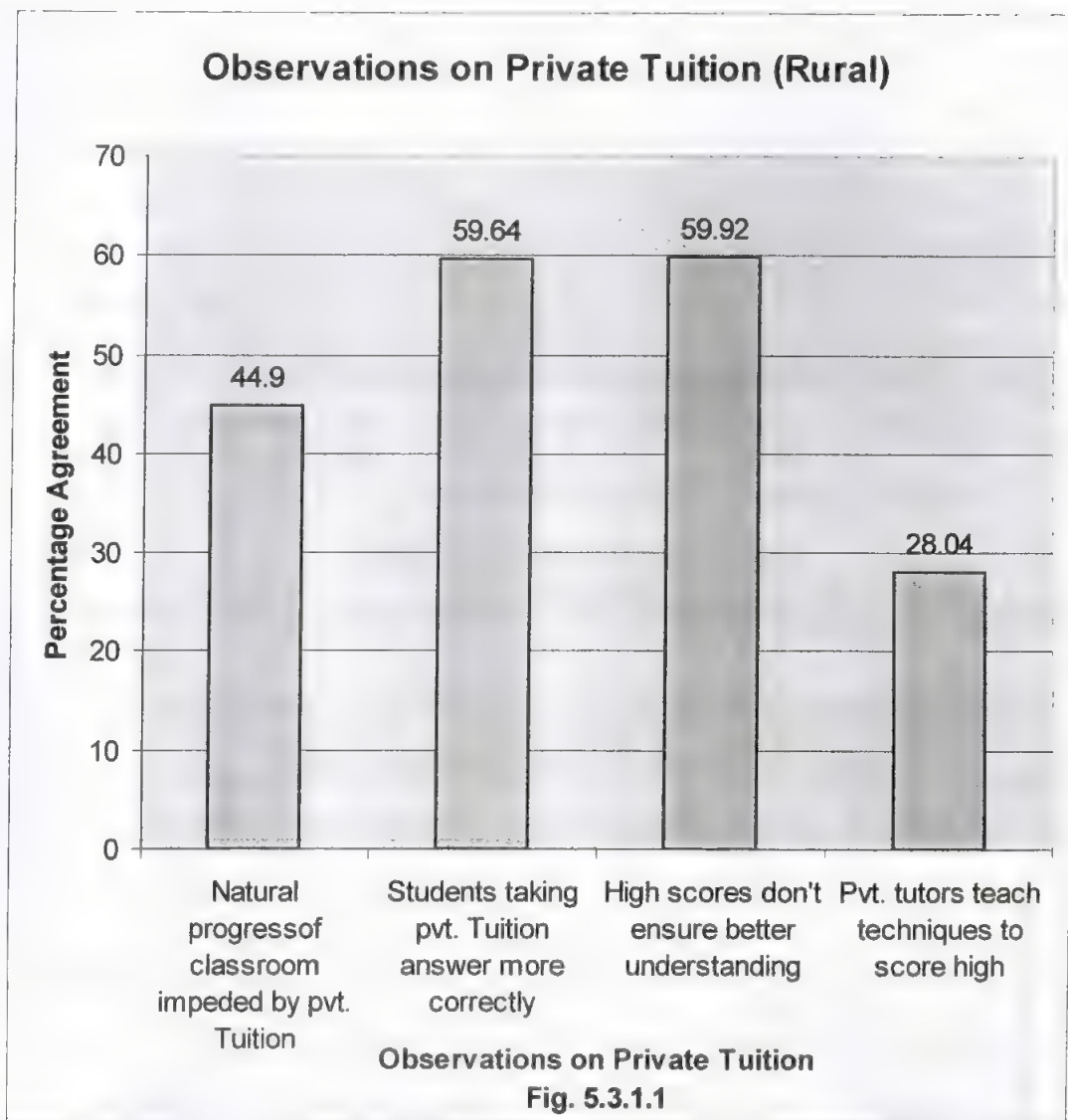
1. 59.64% teachers Agree/Strongly Agree that students who take private tuition give more correct responses.
2. 69.55% teachers Agree/Strongly Agree to the fact that there is an alternative to private tuition.

B. Areas of dissatisfaction:

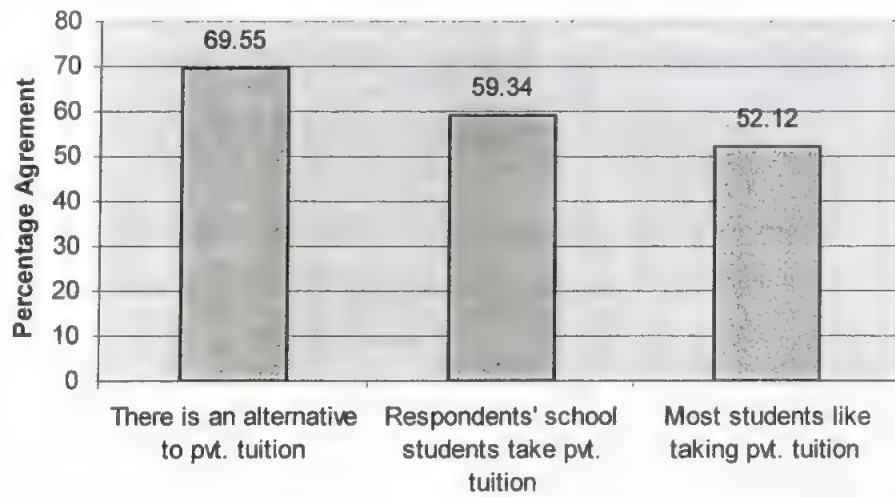
1. 32.58% teachers Strongly Disagree/Disagree to this that study hours are effectively utilized in private coaching classes.
2. 44.9% teachers Agree/Strongly Agree to the fact that the contents delivered by private tutors are impeding the natural progress of the class room processes in school.
3. 59.92% teachers Agree/Strongly Agree that high scores in examination do not ensure a better understanding of content.

4. 46.03% teachers Strongly Disagree/Disagree that the teachers who offer private tuitions are highly skilled.
5. 41.79% teachers Strongly Disagree/Disagree that private tutors equip their students with better techniques to be able to score high in exams
6. 47.74% teacher Strongly Disagree/Disagree that private tutors play a positive role in overall teaching-learning process.
7. 59.34% teachers Agree/Strongly Agree that students of their schools take help of private tuition.
8. That majority of students like taking private tuition was Agreed/Strongly Agreed upon by 52.12% teachers.

5.3.1 Graphical Representation:



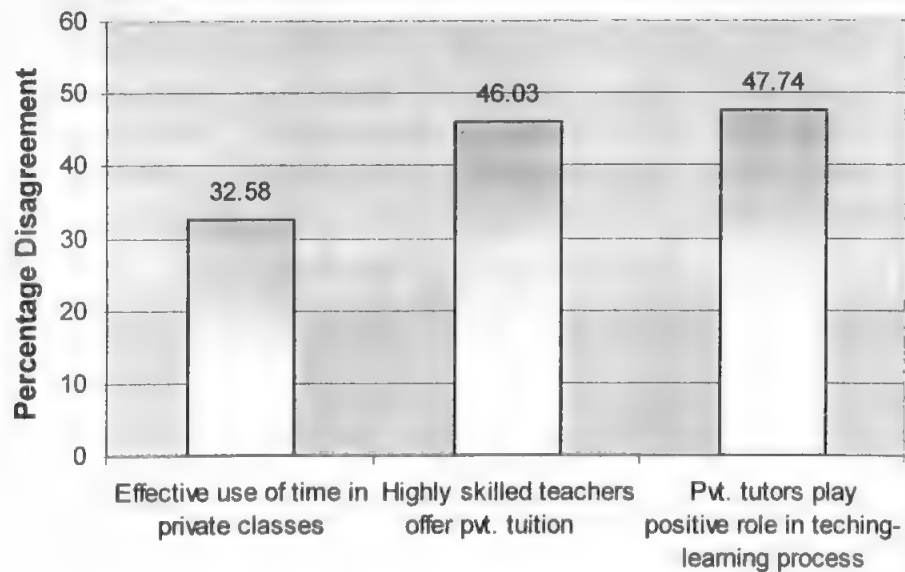
Observations on Private Tuition (Rural)



Observations on Private Tuition

Fig. 5.3.1.2

Observations on Private Tuition (Rural)



Observations on Private Tuition

Fig. 5.3.1.3

5.3.1.2 Impressions gathered from Teachers' observations in Para 5.3.1

As it has been reflected from teachers' opinion that contents delivered by private tutors are impeding the natural progress of the classroom processes in the school, a similar concern has been voiced by Mark Bray (2005), "... In some cases, the approach taken by the tutors conflicts with that taken by mainstream teachers."

5.4 Observations of Teachers on Prevailing Classroom Process (Urban):

The observations of 318 Urban teachers on the issues of Classroom Processes raised in the tool have been presented in the table below. The text of the issues raised can be found in the tool PT-2 at the end of this report in Annexure - V.

5.4.1 Salient Features in the Observations of Teachers on Classroom Process (Urban):

The opinions of the teachers can be classified under two categories – the areas where teachers expressed satisfaction in the process and second, where there is some perceived dissatisfaction of the teachers. The supporting data for these observations have been sourced from Table A 5.5, Annexure - II.

A. Areas of satisfaction:

1. Most of the sampled teachers (62.27%) Agree/Strongly Agree that topics can be elaborately discussed with students during school periods.
2. 33.65% teachers have agreed that teachers have enough time for preparation and planning of lessons.
3. 80.50% teachers Agree /Strongly Agree that Teaching Aids are effectively utilized in class room processes.

4. 94.97% teachers Agree/Strongly Agree that short and probing questions help in better understanding by the students.
5. 79.25% teachers Agree/Strongly Agree that remedial classes are taken to bridge the learning gaps of slow learners.
6. 95.28% teachers Agree/Strongly Agree that some students are always better prepared in the class than the rest.
7. 86.47% teachers Agree/Strongly Agree that it is more important to raise inquisitiveness among the learners than memorizing of content.
8. 76.73% teachers Agree/Strongly Agree that after attending State/District/Cluster level training programmes, the teachers carry out follow-up activities in their schools.
9. 88.68% teachers Agree/Strongly Agree that students are encouraged in co-curricular activities in school.
10. 81.13% teachers Agree/Strongly Agree that in their schools students participate in inter-school co-curricular events.
11. 24.84% of teachers Disagreed while responding to the issue that their students complete their home tasks with the help of their private tutors.
12. 61.63% teachers Agree/Strongly Agree with the statement that students are given home tasks everyday.
13. 84.91% teachers Agree/Strongly Agree that personal attention is given while helping students to solve problems in class rooms.

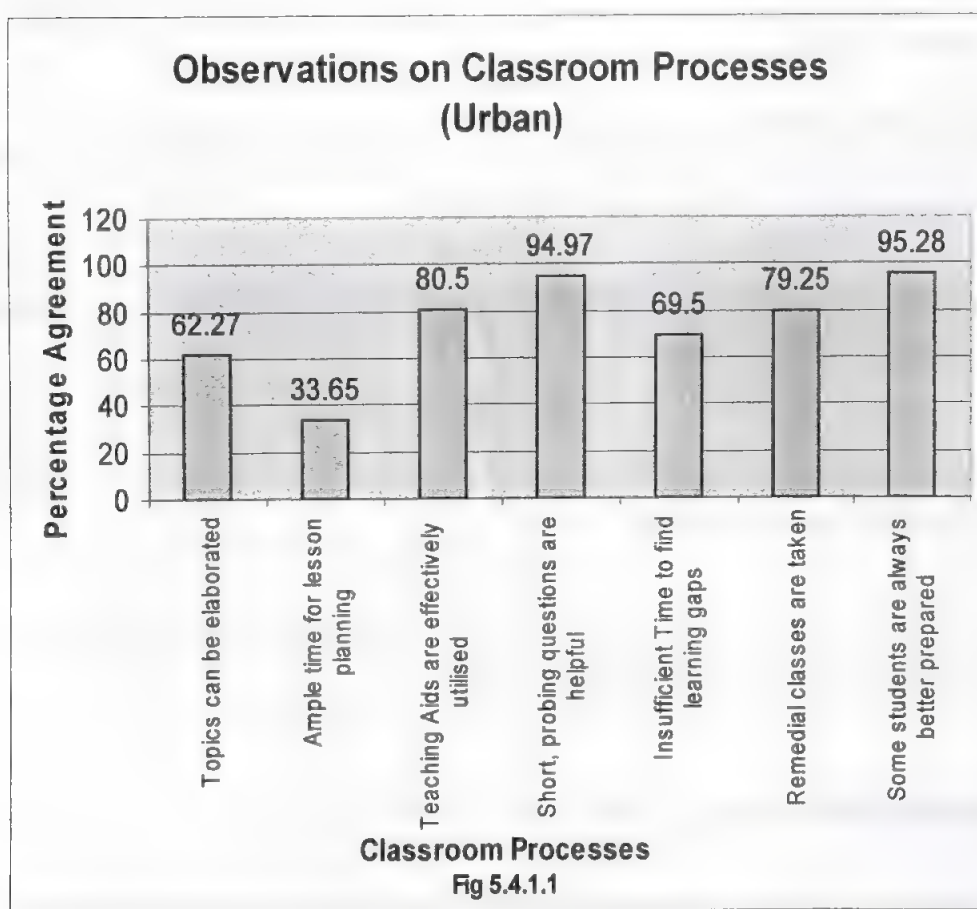
14. 77.04% teachers Agree/Strongly Agree to the fact that it is possible for the students to get prepared for all the unit / terminal tests in school.
15. 80.81% teachers Agree/Strongly Agree that students in their class are provided with simplified notes.
16. 34.59% Strongly Agree/Agree to the statement that the sequence of learning tasks is modified according to the learners' needs.
17. 79.87% teachers Agree/Strongly Agree that additional efforts are given to prepare the weak students.
18. 84.59% teachers Agree/Strongly Agree that they take help of suitable class room activities to transact lessons on different subjects.
19. 81.76% teachers Agree/Strongly Agree that evaluations of students are done on regular class room activities.
20. 82.39% teachers Agree/Strongly Agree that they use TLMs in class to help students in concept attainment.
21. 68.55% teachers Agree/Strongly Agree that Computer Aided Learning helps students in better understanding of concepts.

B. Areas of dissatisfaction:

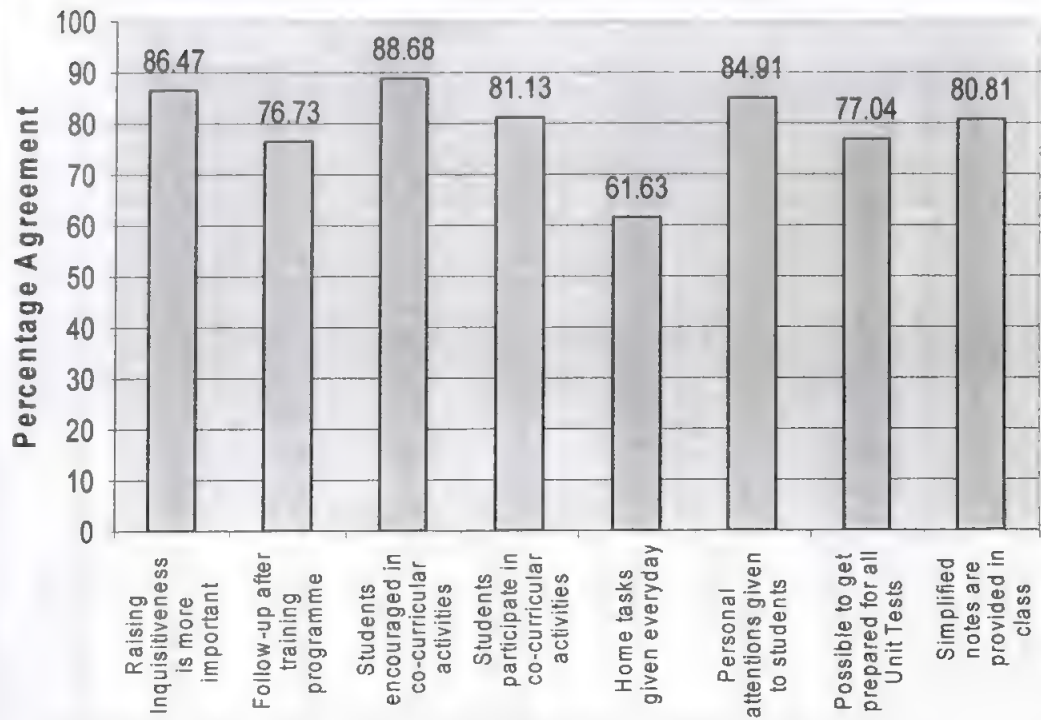
1. 69.5% teachers Agree/Strongly Agree to the fact that class durations are insufficient to identify learning gaps among students.
2. 32.70% teachers Agree/Strongly Agree to the fact that demonstrations/activities can not be arranged during teaching.

3. 73.27% teachers Agree/Strongly Agree that class room teaching is being negatively influenced by increased frequency of assessments.
4. 38.99% teachers Agree/Strongly Agree that suitable measures can not be taken in remedial classes for students whose performance is poor in unit tests.

5.4.1.1 Graphical Representation:



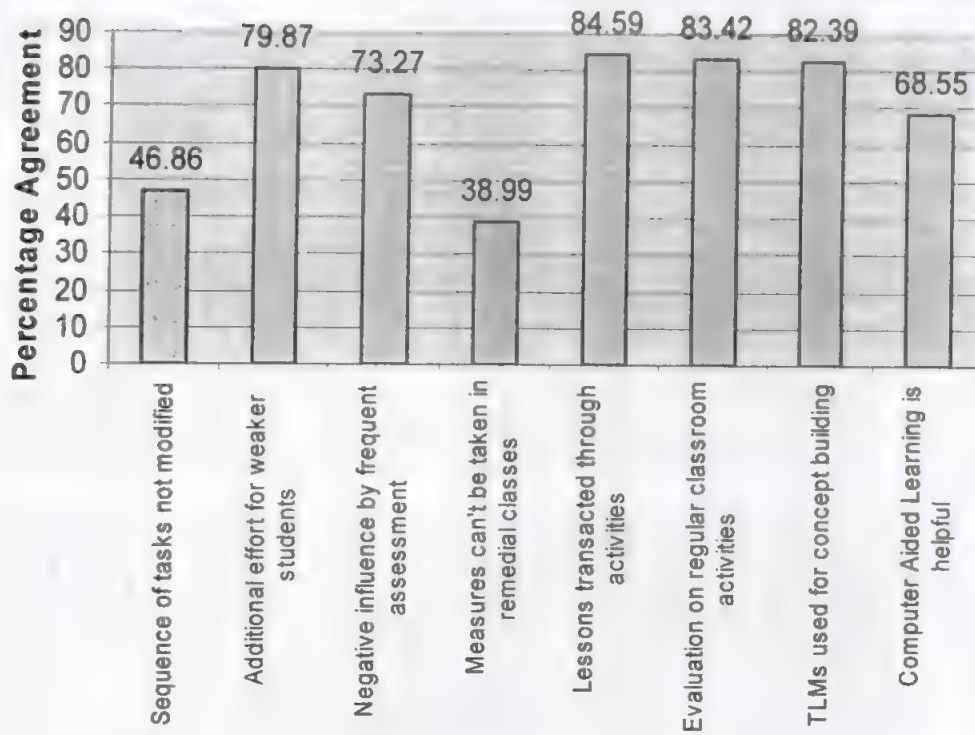
Observations on Classroom Processes (Urban)



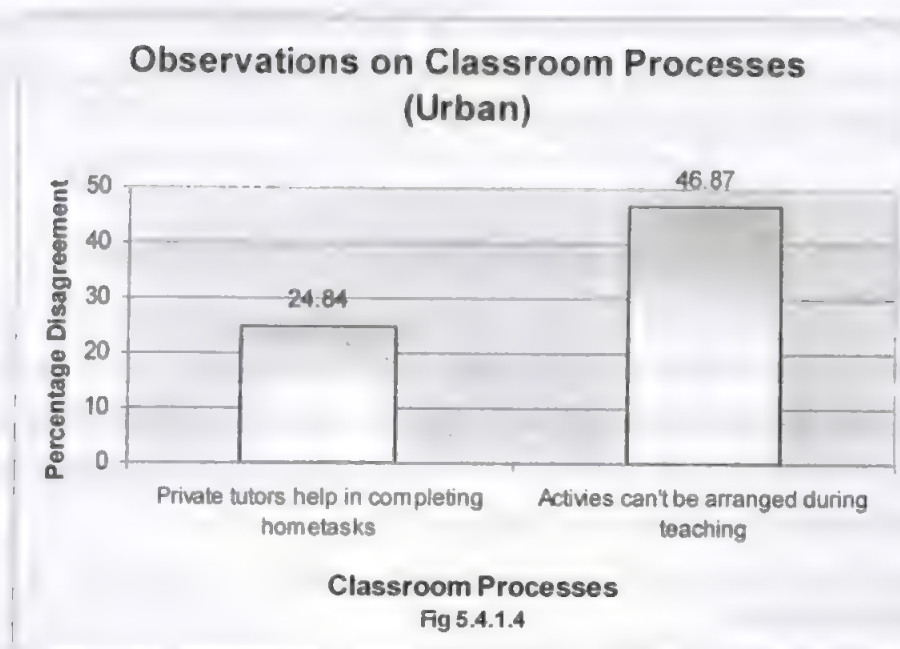
Classroom Processes

Fig 5.4.1.2

Observations on Classroom Processes (Urban)



Classroom Processes
Fig 5.4.1.3



5.4.1.2 Impressions gathered from Teachers' observations in Para 5.4.1

1. It is observed that while 73.27% teachers feel that class room teaching is being negatively influenced by increased frequency of assessments. 81.76% teachers stated that evaluations of students are done on regular class room activities. These evaluations will all the more necessitate incorporation of activity based teaching-learning in regular classroom practices.
2. Although 94.97% teachers agree that short and probing questions help in better understanding by the students and 86.47% teachers believe that it is more important to raise inquisitiveness among the learners than memorizing of content, still there are 46.86% teachers who do not modify the sequence of learning tasks according to learners' needs.

5.5 Observations of Teachers on Private Tuition: (Urban)

The observations of 318 Urban teachers on the issues of Private Tuition raised in the tool have been presented in the table below. The text of the issues raised can be found in the tool **PT 2** at the end of this report in Annexure - V.

5.5.1 Salient Features in Observations of Teachers on Private Tuition (Urban):

The opinions of the teachers can be classified under two categories – the areas where teachers expressed satisfaction in the process and second, where there is some perceived dissatisfaction of the teachers. The supporting data for these observations have been sourced from Table A 5.6, Annexure - II.

A. Areas of satisfaction:

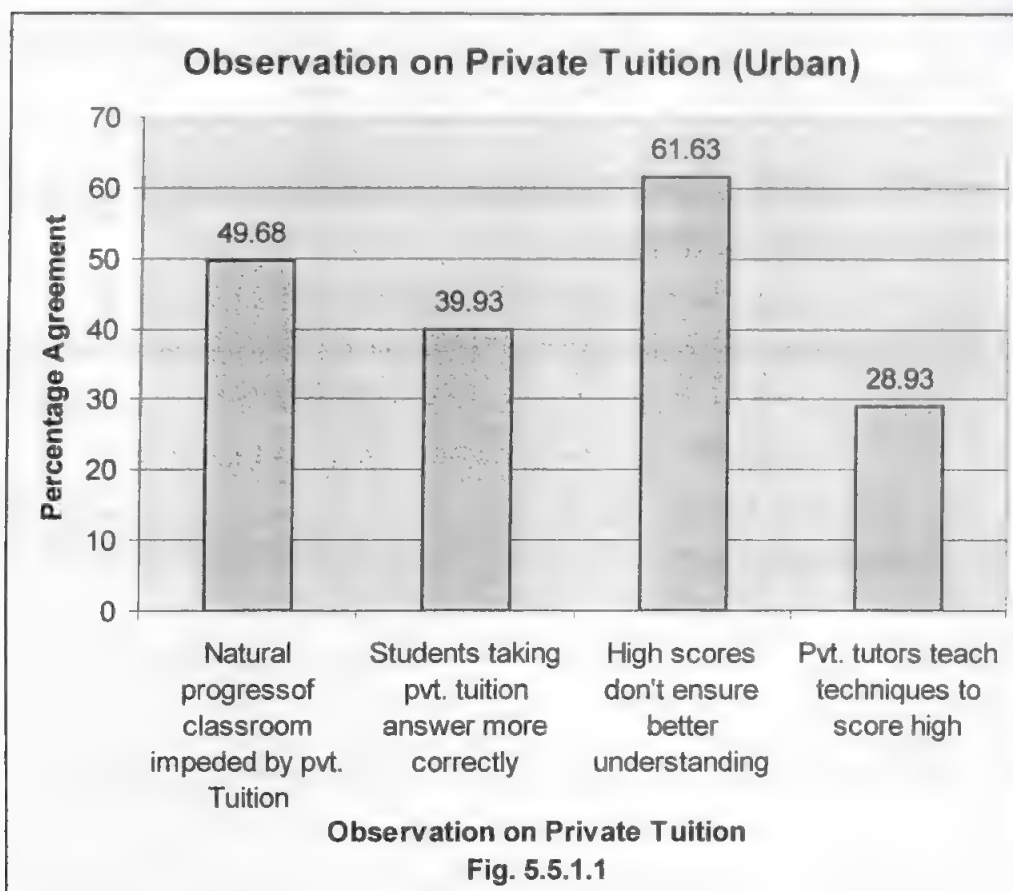
1. 39.93% teachers Agree/Strongly Agree that students who take private tuition give more correct responses.
2. 67.93% teachers Agree/Strongly Agree to the fact that there is an alternative to private tuition.

B. Areas of dissatisfaction:

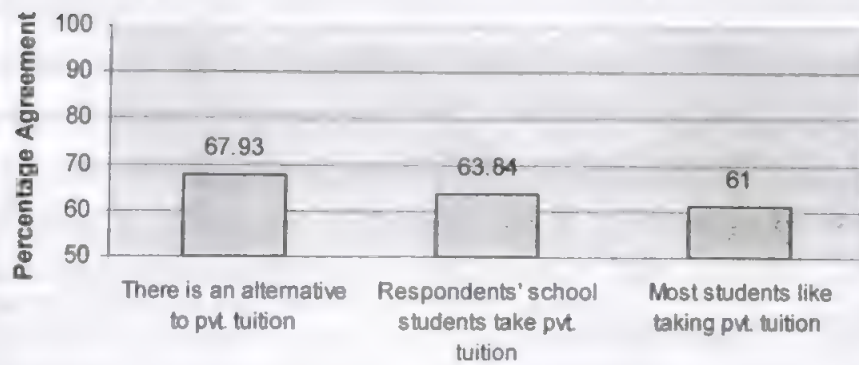
1. 32.07% teachers Strongly Disagree/Disagree to this that study hours are effectively utilized in private coaching classes,
2. 49.68% teachers Agree/Strongly Agree to the fact that the contents delivered by private tutors are impeding the natural progress of the class room processes in school.
3. 61.63% teachers Agree/Strongly Agree that high scores in examination do not ensure a better understanding of content.

4. While 51.58% teachers Strongly Disagree/Disagree that the teachers who offer private tuitions are highly skilled.
5. 37.74% teachers Strongly Disagree/Disagree that private tutors equip their students with better techniques to be able to score high in exams.
6. 41.82% teacher Strongly Disagree/Disagree that private tutors play a positive role in overall teaching-learning process.
7. 63.84% teachers Agree/Strongly Agree that students of their schools take help of private tuition.
8. That majority of students like taking private tuition was Agreed/Strongly Agreed by 61.00% teachers.

5.5.1.1 Graphical Representation:



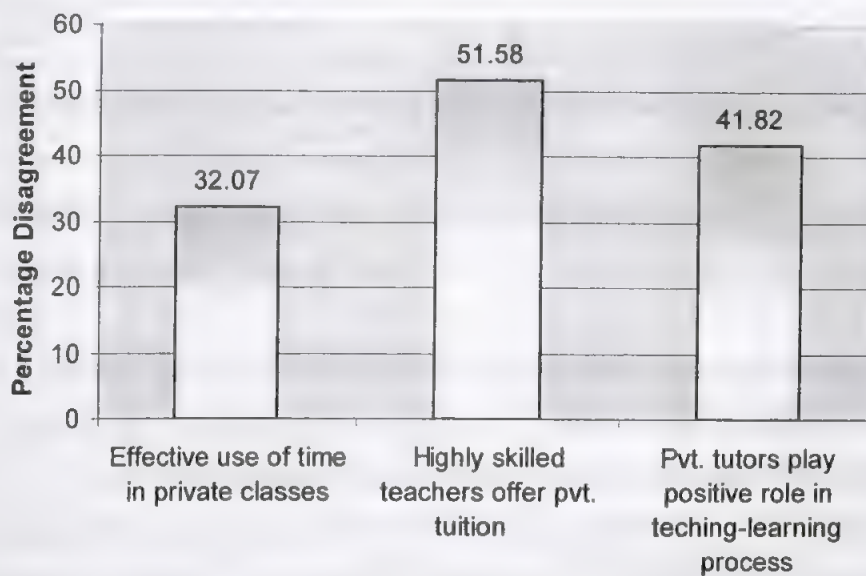
Observations on Private Tuition (Urban)



Observations on Private Tuition

Fig 5.5.1.2

Observations on Private Tuition (Urban)



Observations on Private Tuition

Fig. 5.5.1.3

5.5.1.2 Impressions gathered from Teachers' observations in Para 5.5.1

In contrast to 39.93% teachers' opinion that students who take private tuition give more correct responses, Marc Bray (2005) has quoted a finding in his paper that "... no statistically significant correlation between private tutoring and achievement ..." could be found. Although he also sounded a caveat in this context, "These and other studies must be treated with caution, because multiple forms of tutoring are involved ..."

5.6 CHI-Square Testing for all the Issues Raised to the Teachers

Teachers gave their observations on the twenty five issues on classroom processes and ten issues on private tuition in the PT-2 tool used for this study. Considering the frequency of responses, it was to be tested if the differences in observed and expected frequencies were significant. A null hypothesis may be so designed here, that there exists no real difference between the observed frequencies (opinions expressed by teachers) and expected frequencies based on the hypothesis of equal probability or chance. This is to check if the frequencies would have been any different had the teachers been asked to mark any of the five options (i.e. from Strong Agreement to Strong Disagreement) without their knowledge on what they were opining. For this Chi-square tests were performed on the responses of the teachers over all the thirty-five issues. Here Degrees of Freedom (df) = $(5-1)(2-1) = 4$. The tabulated value of chi square for $df = 4$ at 1% level of

significance, the critical value of chi square is 13.28. The computed values of chi square are given in the table below:

Table: 5.6.1: Chi-square values for responses to all the thirty-five issues raised to the teachers.

ISSUES	CHI SQUIRE VALUE
1. The durations of the periods in school are sufficient to discuss and elaborate topics with your students.	439.07
2. Teachers have enough time for preparation and planning of lessons.	361.50
3. Teaching aid is effectively utilised in classroom processes.	507.00
4. Short & probing questions help in better understanding in students.	1160.88
5. Class durations are insufficient for identifying learning gaps among students.	438.62
6. Remedial classes are taken to bridge the learning gaps in slow learners.	827.64
7. Some students are always better prepared in the class than the rest.	1678.94
8. Raising inquisitiveness among the learners is more important than memorizing of content by students and it is done in our school.	917.77
9. Teachers carry out follow up activities in school after attending State/District/Cluster level training programmes.	847.70
10. Students are encouraged in co-curricular activities.	1196.46
11. Students in your school participate in inter-school co-curricular events.	580.52
12. Students complete their home tasks with the help of their private tutors.	154.07
13. Students are not given home tasks everyday.	326.60
14. Personal attentions are given to the students in solving problems in classroom.	1019.36
15. It is possible for the students to be prepared for all the unit/terminal tests in school.	641.50
16. Students are provided with simplified class notes.	727.88
17. The sequence of learning tasks is not modified according to learners' needs.	171.92
18. Additional efforts are given to prepare the weak students.	896.75
19. Demonstrations/activities can not be arranged during teaching.	280.42
20. Classroom teaching is being negatively influenced as a result of increased frequency of assessment.	540.99
21. Suitable measures can not be taken in remedial classes for students whose performance is poor in unit tests.	237.14
22. Initiatives are taken to transact lessons on different subjects in the classroom through suitable activities.	975.60
23. Evaluations of students are done on regular classroom activities.	853.92
24. TLMs are used in classroom to help students in attainment of their concepts.	1083.05
25. Computer Aided Learning (CAL) helps students in better understanding of concepts.	781.13
26. The study hours are effectively utilised in private classes.	151.38
27. The content delivered by private tutors are impeding the natural progress of the classroom processes in school.	73.65
28. Students who take private tuition give more incorrect responses.	402.61
29. High scores in examination do not ensure a better understanding of content.	327.20
30. Teachers offering private tuition are highly skilled.	569.51
31. Private tutors equip their students with better techniques to score high in examination.	177.89
32. There is an alternative to private tuition.	487.80
33. The private tutors play a positive role in the overall teaching-learning process.	250.65
34. Students of your school take help of private tuition.	571.38
35. Majority of students like taking private tuition.	238.03

It can be seen from the values of Chi-square in Table: 5.6.1 that all the values are far greater than the critical value required for 1% significance level for degree of freedom (*df*) equal to four. Hence the differences between observed and expected frequencies are significant and these can not be explained by sampling fluctuations. In other words the opinions expressed by the teachers are significantly different from those obtained by chance. Therefore we may conclude that the responses by teachers were not mere guess works, rather those were well thought out answers.

5.7 Summary of the Chapter

5.7.1 Observations from the responses of the teachers recorded in PT-2

This study aims at finding answers to the questions with which this research has been initiated. To that end, some of the salient issues have been identified, as it has emerged from the responses of the teachers, recorded in the PT 2 tool. These observations are listed below:

1. 67.98% of the Rural Teachers Agree/Strongly Agree that topics can be elaborately discussed with students during school periods (Para 5.2.1, Serial 1). Likewise, 62.27% Urban Teachers Agree/Strongly Agree that topics can be elaborately discussed with students during school periods (Para 5.4.1, Serial 1).
2. 39.94% of the Rural Teachers have agreed that they have enough time for preparation and planning of lessons (Para 5.2.1, Serial 2). Whereas, against 33.65% Urban Teachers who have agreed, 30.5% did not agree that teachers have enough time for preparation and planning of lessons (Para 5.4.1, Serial 2).
3. 86.12% Rural Teachers Agree/Strongly Agree that Teaching Aids are effectively utilized in class room processes (Para 5.2.1, Serial 3). On the other hand, 80.50% Urban Teachers Agree/Strongly Agree that Teaching Aids are effectively utilized in class room processes (Para 5.4.1, Serial 3).
4. 94.76% Rural Teachers Agree/Strongly Agree that short and probing questions help in better understanding by the students (Para 5.2.1, Serial 4). Similarly, 94.97% Urban Teachers Agree/Strongly Agree to this issue (Para 5.4.1, Serial 4).

5. 80.74% Rural Teachers Agree/Strongly Agree that remedial classes are taken to bridge the learning gaps in slow learners (Para 5.2.1, Serial 6) as against 79.25% Urban Teachers who Agree/Strongly Agree to it (Para 5.4.1, Serial 6).
6. 85.83% Rural Teachers Agree/Strongly Agree that after attending State/District/Cluster level training programmes, the teachers carry out follow-up activities in their schools (Para 5.2.1, Serial 9). The same has been Agreed/Strongly Agreed by 76.73% Urban Teachers (Para 5.4.1, Serial 9).
7. 84.13% Rural Teachers Agree/Strongly Agree that additional efforts are given to prepare the weak students (Para 5.2.1, Serial 18). Similarly, 79.87% Urban Teachers Agree/Strongly Agree that additional efforts are given to prepare the weak students (Para 5.4.1, Serial 18).

Against each of such questions, the relevant observations, which may partly or wholly address the questions, are laid down below.

5.7.2 Impressions gathered from comparison of PT-2 & PT-6 responses

In tool PT-6 used in this study the responses of the students have been recorded. Since the data obtained from these responses directly reveal the perspectives of the students on some of the issues responded by the teachers as well, a comparison of responses on common issues is given below:

1. Occurrence of private tuition is more extensive, as reflected in Table No 9.3 data of PT-6 tool, than the observations in serial (ix) of tables 5.3.1 & 5.5.1, given by the rural and urban teachers respectively.
2. Although data in Serial No. (xi) of tables 5.2.1 and 5.4.1 show that most of the teachers (28.05% Rural & 24.84% Urban teachers respectively) disagreed that students complete their home task with the help of private tutors, the data in Table No 9.12, Serial 1 of PT-6 tool show that a significant percentage of students go to private tutors in order to get their home tasks done.
3. Data in Serial No (viii) of tables 5.2.1 and 5.4.1 show that most teachers give additional efforts to prepare weak students. Vis-à-vis we see from Table No. 9.12,

Serial 2 of PT - 6 that a sizeable percentage of students go to private tutors because they can express their difficulties and ask questions to their tutors.

4. From the data in Serial No. (iii) of tables 5.31 & 5.51 we see that most of the teachers feel that students who take private tuition give more correct responses. In an apparent agreement, it is seen from Table 9.12, Serial 4 & 7 of PT-6 that many students go to private tutors since this ensures better examination results.
5. It is seen from the data of Serial (v), Table 5.2.1 & 5.4.1 that the impression of most of the teachers is that the class durations are insufficient for identifying learning gaps among students. A cross-reference to the response in Table 9.12, Serial 5 of PT-6 reveals that many students have identified difficulty in understanding lessons in school as one of the reasons to take private tuition.
6. It is observed from the data in Serial No.(vi), Table 5.31 & 5.5.1 that many teachers do not agree that private tutors equip students to score high in exam. In contrast, it is seen from Table 9.12, Serial 9 of PT-6 that the students go to the private tutors since the tutors concentrate more on probable questions for the examination.
7. From the responses of teachers in Serial No.(xix), Table 5.2.1 & 5.4.1 it is seen that majority of them agree that demonstrations/activities can be arranged during teaching But it is seen from the students' responses in Table 9.16 of PT-6 that in classes VII, IX & XI, very few students say that activities are arranged in their schools.
8. Most of the teachers opined in their responses on Serial No. (xxiv), Table 5.2.1 & 5.4.1 that TLMs are used in classroom to help students in attaining concepts. Whereas in students' responses of Table 9.16 of PT-6 it can be seen that for classes VII, IX & XI, very few students agree that teachers in their schools help them in making TLMs.
9. From the overall responses of the sample of teachers it appears that the trainings imparted to the teachers have convinced them of the efficacy of such practices as activity based teaching-learning, using TLMs, Computer Aided Learning etc in theory. But when it comes to practising the same in actual classrooms, a dearth of

positive responses from the teachers reveal that little of such trainings really percolate to the students.

CHAPTER – 6

IMPLICATIONS OF PRIVATE TUITION AS OBSERVED BY GUARDIANS

The study covered 346 schools of the state and guardians of five students of each school (irrespective of class) were selected randomly.

A total number of 10 questions were designed for **PT-3** and necessary software using MS-ACCESS was also developed at SCERT (WB) for the purpose of entering the survey data. A digitized database containing responses from 1714 respondents was prepared at SCERT (WB). The data thus obtained had to be organized by using Structured Query Language (SQL) for data mining. The secondary tables thus prepared are now described and analysed in the following tables and figures in this chapter.

The following information were collected from the guardians through the survey -

- Occupation and Educational Qualification of the guardians
- Time spent by guardians for helping the children in their study
- Portion of average monthly income spent by the parents on private tuition of their children
- Gender preference of guardians
- Reasons for sending the children to private tutor(s)
- Category of private tutor(s) engaged by parents
- Preference as private tutor
- Studying of wards in groups belonging to same or different school in private tuition classes
- Use of TLM(s) by school teachers and private tutors
- Arrangement of games, sports and co-curricular activities by school
- Extra time provided by school teachers for children
- Improvement of wards' performance due to private tuition
- Curtailing of any important expenditure of the family for making payment to private tutor.

DETAILED ANALYSIS OF DATA COLLECTED THROUGH PT - 3

The responses of a total number of 1714 Guardians were obtained and these were analyzed at SCERT in the following tables and figures –

6.1 Occupation of Guardians and their Spouses

Table -6.1

Occupation of Guardians and their Spouses

Occupation	Guardian		Spouse	
	in no.	in %	In no.	in %
Cultivation	411	23.98	166	9.68
Service	198	11.55	150	8.75
Business	263	15.34	123	7.18
Daily Labour	273	15.93	247	14.41
Only Household Work	457	26.66	923	53.85
Others	108	6.30	78	4.55
No Response	4	0.24	27	0.58

[Data source: PT-3, Question Nos. 1a, 1b]

Fig. - 6.1

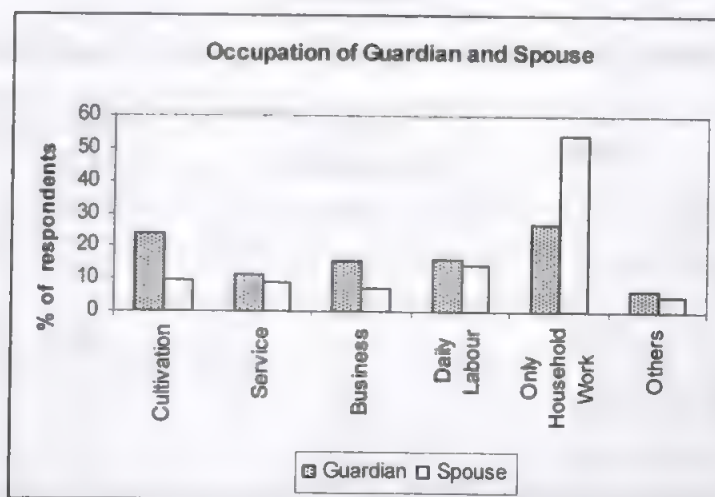


Table- 6.1 (Fig 6.1) shows that the major occupations of guardians are – only household work (26.66%), cultivation (23.98%), daily labour (15.93%), business (15.34%) and service (11.55%).

On the other hand the major occupations of the spouse are - only household work (53.85%), daily labour (14.41%) and cultivation (9.68%).

From the students' questionnaire (Ref: PT-6, Para9.1), it is observed that the major occupations of their fathers are – cultivation (30.59%), business (23.27%), daily labour (19.70%) , service (16.09%) and those of their mothers are – only household work (77.63%), daily labour (6.37%), and cultivation (4.24%).

So the above data indicate that parents / guardians in general belong to middle and low-income groups.

In PT-1, 78% rural and 77% urban head teachers have stated that the students are mostly from low-income group families (Ref: PT-1, Para 4.9).

From the observations of head teachers (Ref: PT-1, Para 4.9), it is observed that the guardians are unable to provide support in the learning processes of their wards at home and the parents in low-income group are forced to adopt a private mechanism of providing support in education.

6.2 Portion of average monthly income spent by guardians on Private Tutors

Table -6.2

Portion of average monthly income spent on Private Tutors

Range	No.of Respondents	No. of Respondents (in %)
0%	327	19.1
1% to 10%	716	41.8
11% to 20%	254	14.8
21% to 30%	87	5.1
31% to 40%	43	2.5
41% to 50%	44	2.6
51% to 99%	25	1.5
No Response	218	12.7

[Data source: PT-3, Question No. 2a]

Fig- 6.2

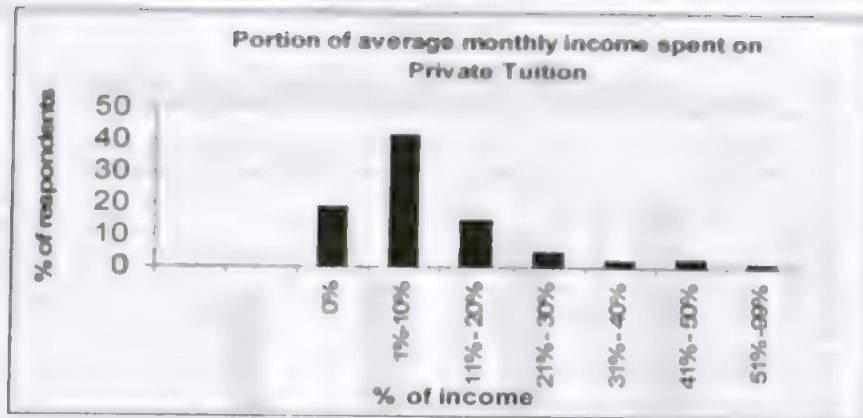


Table- 6.2 (Fig- 6.2) shows that 41.8% guardians spend 1%-10% of their average monthly income for providing private tuition to their children, 14.8% guardians spend 11% - 20% and 19.1% guardians do not incur any expenditure on this account.

It is obvious from the above that 56% of the parents / guardians have reported to be spending to the extent of 20% of the income of the family in providing for the perceived deficiencies in education, which should be burdensome for the low and middle income families.

Again, some guardians (19%) reported that no expenditure is incurred on private tuition of their wards because in such cases either the –

1. Children are guided by their family members as is observed from Table - 6.5 (Fig-6.5).
2. Parents / Guardians are not economically secure to spend for private tuition of their children.

6.3 Gender preference of guardians

Table-6.3

Information on Private Tuition of children as provided by the Guardians

No. of Respondents	Boys		Girls	
	% having Pvt. Tuition	Average Expenditure(Rs.)	% having Pvt. Tuition	Average Expenditure(Rs.)
First Child	79.2	225/-	74.2	242/-
Second Child	66.2	146/-	62.9	142/-
Third Child	51.7	122/-	58.3	102/-
Fourth Child	45.1	107/-	64.2	72/-

[Data source: PT-3, Question No. 3]

Fig.- 6.3A

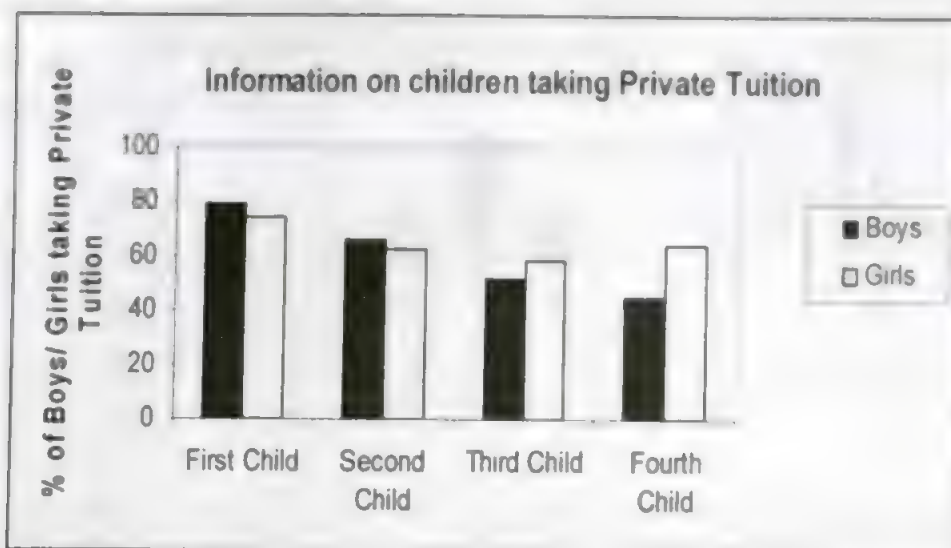


Fig.- 6.3B

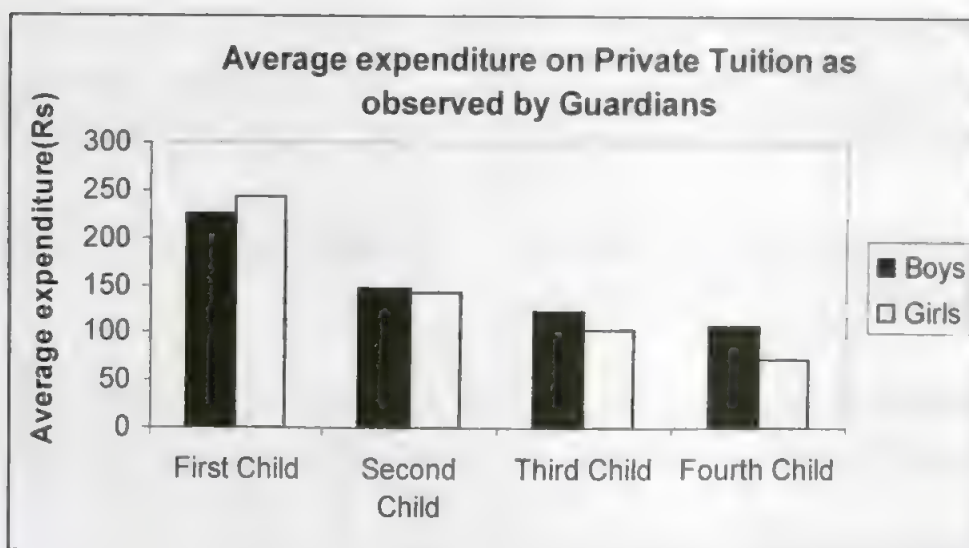


Table - 6.3 (Fig- 6.3 A & 6.3 B) shows the percentage of boys and girls who are provided private tuition from the first-born to the fourth-born, and also the average expenditure incurred in each case by the guardians.

Above table and figures reflects that there is no gender bias as such on part of the guardians / parents in providing tuition to their children. This is a general social trend in West Bengal and may also be seen in the participation of girls in equal number in the Madhyamik examinations in recent years.

6.4 Educational qualification of the guardians and spouses

Table- 6.4

Educational Qualifications of Guardian & Spouse

Educational Qualification	Guardian		Spouse	
	in no.	in %	in no.	in %
Less than Madhyamik	974	56.83	985	57.47
Madhyamik .Pass	264	15.40	250	14.59
Higher Secondary	130	7.58	85	4.96
Graduate	150	8.75	106	6.18
Post Graduate	41	2.39	28	1.63
Illiterate	145	8.46	240	14.00
No Response	10	0.59	20	1.17

[Data source: PT-3, Question Nos. 1c, 1d]

Fig.- 6.4

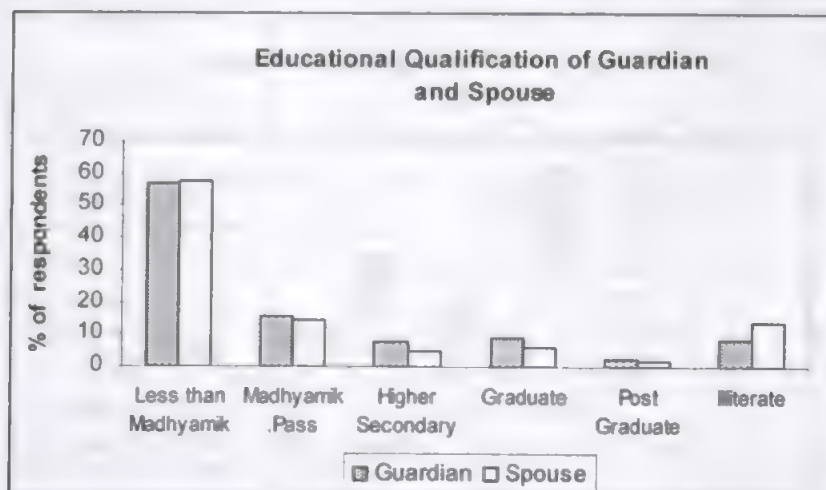


Table-6.4 (Fig. 6.4) shows that the educational qualification of 56.83% of the guardians is less than Madhyamik, 15.40% are Madhyamik pass-outs and 8.46% are illiterate.

The educational qualifications of spouses are - 57.47% less than Madhyamik, 14.59% Madhyamik pass-outs and illiterate 14%.

In many cases, particularly at secondary and higher secondary levels, the fact may be that parents / guardians, although eager to provide additional support to their wards, are unable to provide personal guidance. This probably creates the dependence on private tutoring.

6.5 Time spent by guardians in helping their wards in their studies

Table - 6.5

Time spent per day in helping the child /children with their studies

Time spent by Guardians	% of Respondents
0 hr	39.38
<=1 hr	14.29
> 1 hr but <= 2 hrs	23.10
> 2 hrs but <= 3 hrs	9.04
> 3 hrs but <= 4 hrs	7.18
> 4 hrs	4.78
No response	2.22

[Data source: PT-3, Question No. 2b]

Fig.- 6.5

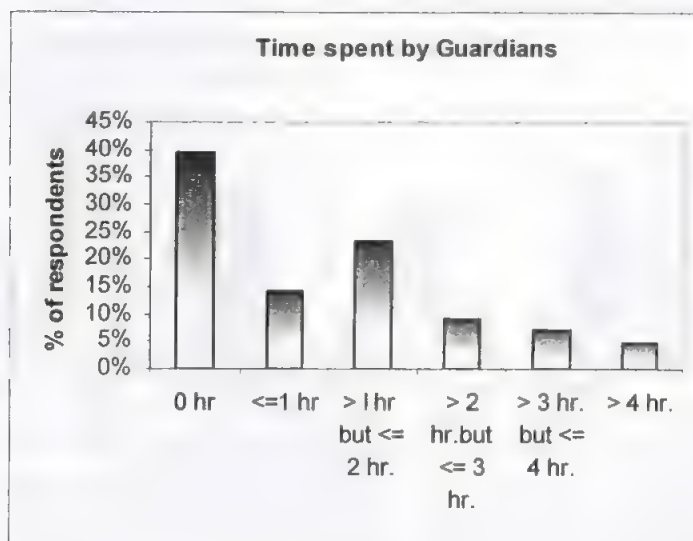


Table- 6.5 (Fig. 6.5) shows that 39.38% guardians are unable to spend time in helping their child with their studies. The rest of the guardians spend 1 hour to 4 hours for this purpose.

The main reasons for which guardians are unable to look after the studies of their children may be –

1. Constraint of time for the busy parents, especially in the cases where the mother is also working.
2. Guardians cannot help the children at all the stages in all the subjects

6.6 Reasons for sending children to private tutors

Table - 6.6

Percentage of respondents citing particular reason for sending their children to Private Tutor (in order of preference)

Code	Reasons	1st important reason	2nd important reason	3rd important reason	4th important reason	5th important reason
1	Private tutors teach the students in a simpler language	16.04	5.72	4.73	4.61	4.26
2	Private tutors are more friendly with the students	5.48	8.69	4.26	2.86	3.44
3	Private tutors simplify the subject matter & make understanding easy	11.20	11.84	10.62	5.78	4.84
4	Students are less afraid of private tutors & they can ask questions more freely	2.22	7.41	7.64	6.53	4.49
5	Students look upon private tutors as their near and dear ones	0.88	2.92	3.03	3.15	3.38
6	Teachers in schools do not give sufficient time in classroom teaching	4.26	3.68	2.86	1.69	1.69
7	Students cannot understand the lessons taught by the school teacher	0.82	2.86	2.45	2.04	1.17
8	There is dearth of teachers in the school (s)	13.30	7.76	6.65	5.02	3.38
9	There is no proper teaching-learning environment in the school owing to the lack of space or other reasons	1.17	2.98	2.10	2.04	1.75
10	The guardians / parents cannot help their children at all the stages and in all the subject	12.19	9.39	10.09	7.41	5.31
11	Private tutors concentrate more on the probable questions for the examinations	2.51	5.83	10.33	10.62	8.28
12	Going for private tuition / Engaging private tutors have almost become a convention now - a - days	2.16	2.74	3.79	5.02	4.43
13	All students of a particular place go to a particular tutor for obtaining private tuition on a particular subject	0.23	0.70	1.69	2.45	1.63
14	Students go to private tutors for scoring higher marks in the examinations	9.28	7.12	8.52	13.94	14.06
15	One gets entry to higher education, if one takes private tuition	0.70	2.22	1.63	4.67	5.89
16	Private tutors help the students in completing their home tasks	3.15	3.62	4.96	6.53	15.05
	No response	14.41	14.53	14.64	15.64	16.92

[Data source: PT-3, Question No. 4]

Table -6.6 describes the various pedagogical aspects as perceived by guardians and thus opting for private tuition for their children. Some of the important issues (as also affirmed by the students, head teachers and community members) are listed below.

1. Private tutors teach in a simple language, making the subject matter easier for the students to understand.

The students have confirmed that they can express their difficulties in understanding and can ask questions freely to private tutors. The community members have also supported this view (Ref: PT - 6, Para 9.10; PT- 4, Para 7.2).

2. Private tutors help the students to score high marks thereby ensuring better result in examination. This has been agreed upon by majority of the surveyed students and community members (Ref: PT-6, Para 9.10; PT-4, Para 7.2).

3. Both the guardians and the students have declared that private tutors concentrate more on probable questions for the examinations (Ref: PT-6, Para 9.10).

4. Guardians/ parents have themselves stated that they cannot help their children in all the stages and in all the subjects.

Students have stated that there is nobody in the house to help or guide them with their studies/ assignments etc (Ref: PT-6, Para9.10). The head teachers and community members have also confirmed this statement (PT-1, Para 4.7; PT-4, Para 7.2).

5. Private tutors help the students in completing their home tasks. Students have also stated the same reason. (Ref: PT-6, Para 9.10). The head teachers stated that home-wok need not be given at the primary level and opined that all aspects of education are to be covered in the school itself (Ref: PT-I, Para 4.11 a).

6. There is dearth of teachers in the schools. This has been further confirmed by the head teachers (Ref: PT-I, Para 4.6a) and community members (Ref: PT-4, Para 7.2).

It is thus seen that guardians insist upon certain fundamental issues and there is no reason whatsoever that the school should fail to deliver these basic requirements.

6.7 Category of private tutors engaged by Guardians

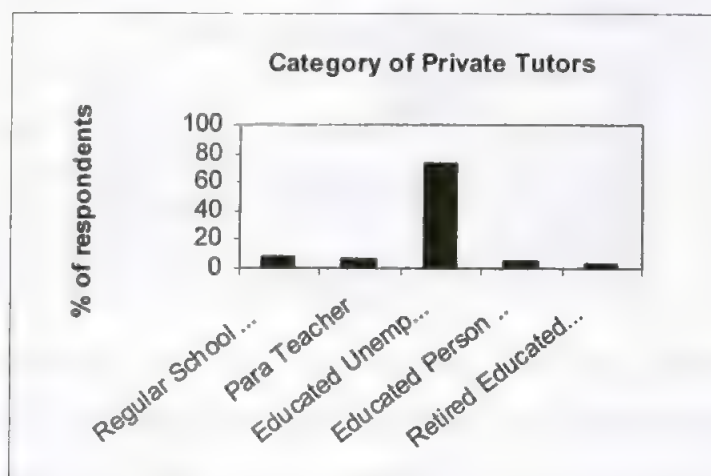
Table - 6.7

Category of private tutors

Category of Private Tutors	in %
Regular School Teacher	8.69
Para Teacher	6.77
Educated Unemployed Person	72.81
Educated Person of other Profession	5.48
Retired Educated Person	3.62
No response	2.63

[Data source: PT-3, Question No.5]

Fig.- 6.6



As evident in Table - 6.7 (Fig. 6.6), 72.81% of guardians have stated that their children take private tuition from educated unemployed persons. 8.69% guardians engage regular school teachers for their wards and children of 6.77% guardians receive private tuition from para teachers.

It is found from the responses of guardians that regular teachers of schools are engaged in private coaching in spite of government declaring the practice as illegal. The Associations of teachers must take initiatives to stop the practice because it perpetuates inequality in education.

It may be observed from the responses of students (Ref: PT-6, Para 9.13) that the percentage of students taking tuition from persons who are solely private tutors decreases as students go to higher classes. Noticeably, the percentage of students taking private tuition from school teachers increases as the students reach higher classes. This gives a clear picture regarding preference of higher class students for school teachers and that of lower class students for private tutors.

From PT-5, it is seen that 90.1% and 3.1% of the respondents are unemployed and retired persons respectively (Ref: Para 8.1g).

95% of the headmasters feel that private tuition offers an opportunity to the unemployed youth by providing part-time employment to them (Ref: PT-1, Para 4.10).

6.8 Preference of guardians for persons as private tutors

Table - 6.8

Preference as private tutor

Category	in %
School Teacher	23.40
Educated Unemployed Person	65.34
No Response	11.26

[Data source: PT - 3, Question No.6]

Fig.- 6.7

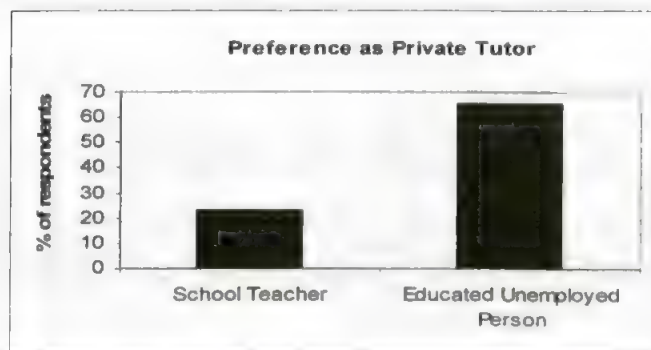


Table- 6.8 (Fig 6.7) shows that 65.34% guardians prefer educated unemployed persons as against 23.40% who prefer school teachers as private tutor.

Although a majority of the guardians have indicated their preferences for unemployed educated persons, a considerable number would like to purchase education for their wards by hiring regular schools teachers. Thus these guardians also promote the practice of private tuition. By improving the school- community relationship, such negative trends may possibly be addressed to some extent.

6.9 Guardians' responses regarding the number of students studying in a group -

Table - 6.9

Number of students learning together

Number of students in the tuition class	Response (in no.)	in %
Single	78	4.55
2-10	818	47.73
11-20	409	23.86
21-40	93	5.43
41-60	9	0.53
61 & above	9	0.53
No response	298	17.38

[Data source: PT-3, Question No.7a]

In Table- 6.9, it is observed that majority of the guardians (47.7%) say that their children learn together in groups of 2-10. According to 24% guardians, their wards study in groups of 11-20 students.

Majority of the private tutors have stated that private tuition is offered by them in a group of 2-10. (Ref.: PT-5, Para8.7b).

From the data collected from students (Ref.: PT- 6, Para 9.11), it is seen that the tendency of students of studying together in small groups (2-10) is greater in lower classes while students of higher classes study larger groups (11-20). This may be presumably due to higher fees charged in tuition classes by the tutors for small groups at the higher stage.

It is not known how better pedagogical approaches are really adopted in such coaching classes which are as large as classrooms!

6.10 Perception of guardians regarding the nature of groups in which their wards receive private tuition

Table - 6.10

Opinion regarding private tuition of wards in groups of same or different schools

Students studying in groups belonging to	Response (in no.)	in %
Same school	541	31.56
Different school	735	42.88
No response	438	25.56

[Data source: PT-3, Question No.7b]

As per Table- 6.10, 42.9 % guardians have opined that in private tuition classes, the students come from different schools as against 31.6 % of guardians who say that in private tuition classes the students come from the same school.

Analysis of students' responses (Ref: PT - 6, Para 9.12) reveals a similar trend (groups of students belonging to same school– 33% and those belonging to different schools– 67%).

73% of the private tutors teach groups of students studying in different schools whereas 22% respondents state that they teach groups of students who belong to the same school. (Ref.: PT-5, Para 8.7b).

6.11 The stage at which private tuition is more rampant

Table - 6.11

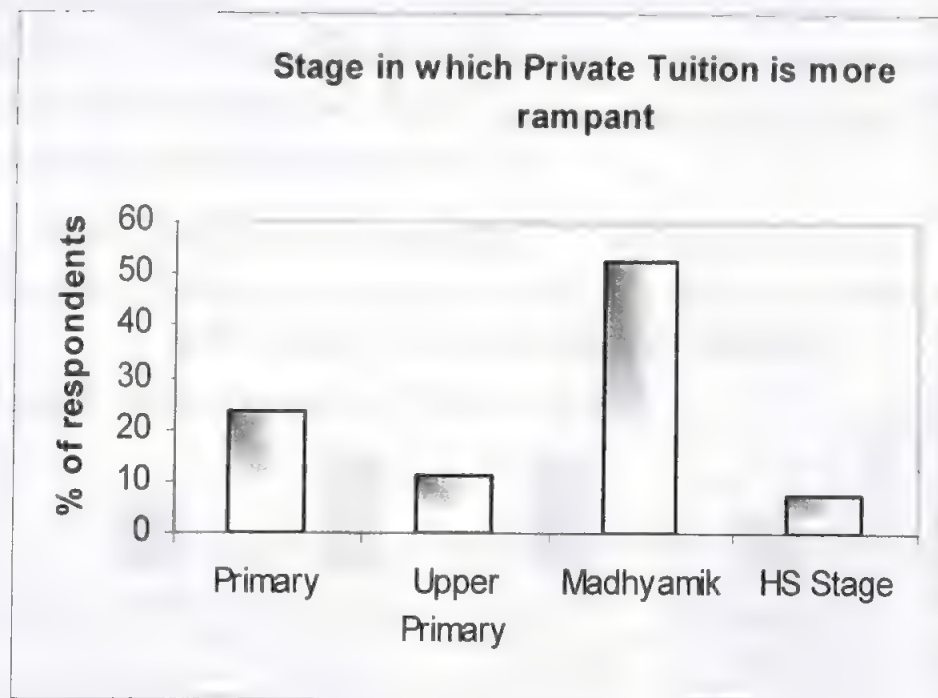
Guardians' opinion regarding the stage in which private tuition is more rampant

Stage	Opinion of Guardians	
	in no.	in %
Primary	398	23.22
Upper Primary	195	11.38
Madhyamik	904	52.74
Higher Secondary	125	7.29

No response	92	5.36
-------------	----	------

[Data source: PT-3, Question No.8]

Fig.- 6.8



In Table- 6.11 (Fig 6.8), 52.7% guardians have opined that private tuition is more rampant at Madhyamik stage followed by that at Primary (23.2%), Upper Primary (11.4%) and Higher Secondary stages (7.3%).

Similar opinion is also shared by 61.2% of community members (Ref. PT-4, Para 7.5).

6.12 Opinion of guardians regarding different issues related to private tuition

Table - 6.12

Percentage of opinion regarding different issues related to private tuition

Issues	Response (Yes)		Response (No)		No response	
	in no.	in %	in no.	in %	in no.	in %
(a) School Teachers providing extra time for the students	637	37.16	1020	59.51	57	2.96
(b) Improvement in studies	1371	79.99	98	5.71	245	14.29

of the students due to private tuition						
(c) Home-work given by the school teachers	1388	80.98	272	15.87	54	3.15
(d) Cut-down of important expenditure of the family for making payments to the private tutors	799	46.62	663	38.68	252	14.7

[Data source: PT-3, Question Nos. 9a, b, d, e]

Fig.- 6.9

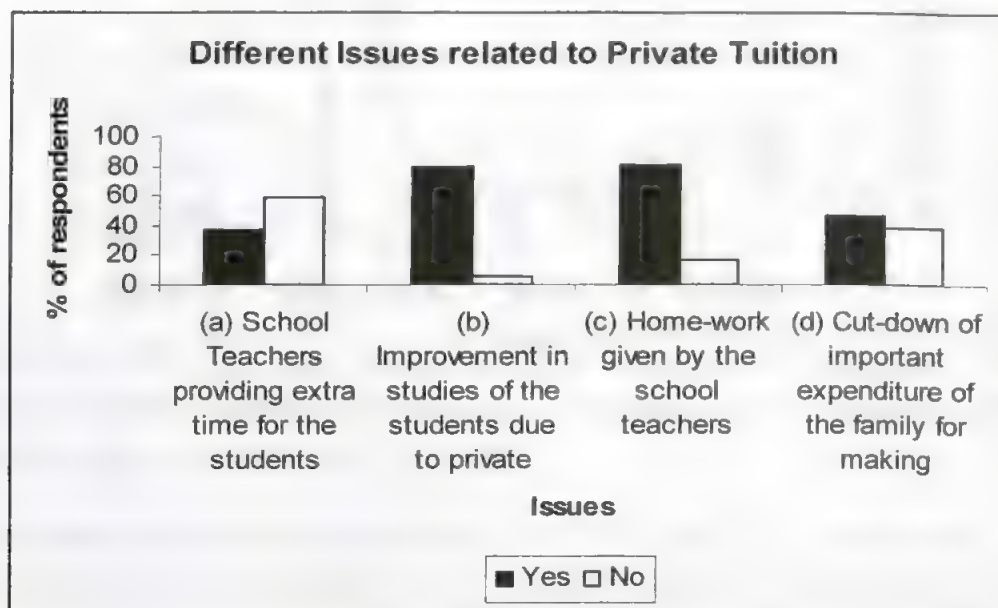


Table- 6.12 (Fig 6.9) highlights certain issues related to private tuition which are given below –

Issue (a): 37.16% guardians stated that the school teachers provide extra time for education of their child/children whereas 59.51% guardians answered negatively.

Issue (b): 79.99% guardians stated that their child/children improved in studies as a result of private tuition.

During analysis of Students' Selection Sheet, when the performances of students taking private tuition were matched with those of students not taking private tuition, it was found that the percentage of high achievers (above 60%), average achievers (40% - 60%) and low achievers (below 40%) in both the categories are as follows:-

Category of Achievers	% of students	
	Taking private tuition	Not taking private tuition
High	43.2	34.2
Average	27.6	29.2
Low	29.2	36.6

The above table does not quite agree with the claim of the guardians that the academic performances of their wards have improved owing to private tuition.

Issue (c): 80.98% guardians said that school teachers give home-work to their children.

The suggestions of some head teachers (Ref: PT-1, Para .4.11a) that abolishing the practice of assigning home work in the school and focusing on school based work may be helpful in reducing dependence of guardians on private tuition.

Issue (d): 46.62% guardians stated that they have to cut down important expenditure of the family for making payment to the private tutors which is not the case for 38.68% of guardians.

6.13 Guardians' opinions regarding different activities -

Table - 6.13

Opinion regarding issues related to different activities

Issues	% of Response		
	Yes	No	NR
(a) Application of activity-based method by school teachers	56.36	40.37	3.27
(b) Teachers taking help of TLMs for better understanding of concept	79.40	18.03	2.57
(c) Private Tutors taking help of TLMs for better understanding of concept	30.86	56.18	12.95
(d) Arrangements made by school for games/sports/other co curricular activities	88.27	8.69	3.03

[Data source: PT-3, Question No 10a, c, d, e]

Fig 6.10

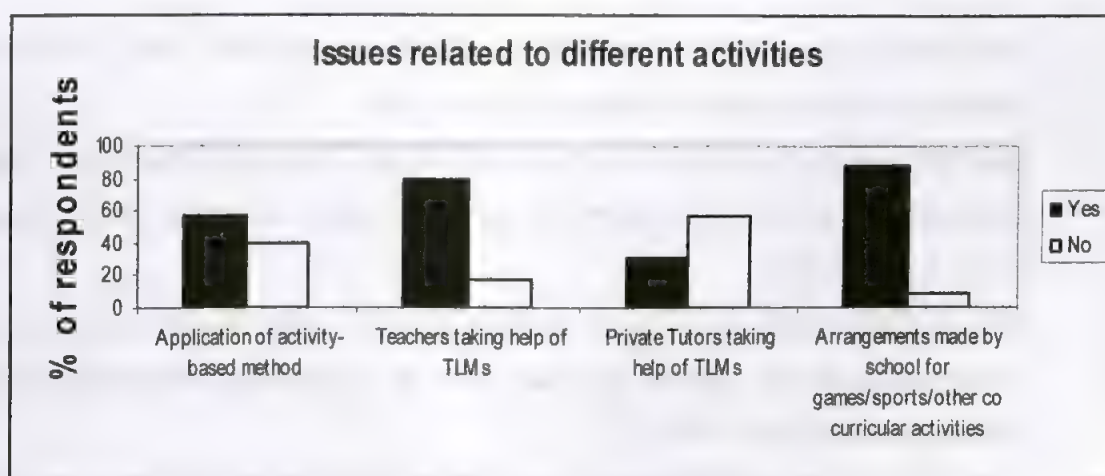


Table 6.13 (Fig 6.10) describes some issues on different activities in schools and private tuition classes, which are-

Issue (a): 56.36% guardians stated that the school teachers apply activity-based method in class room transactions whereas 40.37% guardians answered negatively in this regard.

In PT-6, (Ref: Para 9.14), the percentage of students who replied that the teachers of the school take help of activity-based methods during class-room transactions, decreases as the students reach higher classes (Primary – 51%, Higher Secondary – 6%).

Issue (b): 79.40% guardians stated that the teachers in the schools of their children take the help of TLMs for developing clear concepts of the contents of the lessons. However, 18.03% of guardians have said that TLMs are not used during classroom transactions of lessons by the school teachers.

In PT-2, 91.22% rural (Ref: PT-2, Para 5.2.1, Serial - 20) and 82.39% urban teachers (Ref: PT-2, Para 5.4.1, Serial - 20) stated that they use TLMs for developing clear concepts of the contents of the lesson.

Issue (c): Only 30.86% guardians replied that the private tutors take help of TLMs to build up clear concepts in their child/children whereas 56.18% guardians said that private tutors do not use TLMs.

47.1% private tutors stated that they use TLMs occasionally while 17.7% said that they always use TLMs for better understanding of the children. (Ref: PT-5, Para 8.9).

Issue (d): 88.27% guardians answered that the schools of their children make arrangements for games, sports and other co-curricular activities. But 8.69% of guardians said that no such arrangements are made by the school.

6.14 SUMMARY OF THE CHAPTER:

- The parents in general belong to middle and low income groups. Most of them have studied up to Madhyamik level (Para 6.4, Table - 6.4).
- About 40% of the guardians do not spend some time for helping their child in their studies whereas the rest of the guardians are able to spend some time for this purpose. (Para 6.5, Table - 6.5).
- 56% guardians spend to the extent of 20% of their average family incomes for the private tuition of their children whereas 19.1% do not incur any expenditure on this account (Para 6.2, Table - 6.2).
- The reasons for which guardians send their children for private tutors are for completing home tasks, for securing high marks in examinations, helping in studies (as

parents are unable to help the students at all the stages and in all the subjects), better understanding of the content by way of explanation in simpler language etc. (Para 6.6, Table - 6.6).

- Majority of the guardians (65.34%) prefer educated unemployed persons as private tutors (Para 6.8, Table - 6.8). The trend of existing private tutors (72.81%) also supports this preference (Para 6.7, Table - 6.7).
- Para 6.3 (Table - 6.3) reflects that there is no gender bias as such on part of the guardians / parents in providing private tuition to their children.
- From Para 6.12 (Table - 6.12) , it is seen that
 - 80% guardians opined that home work is given by school teachers, hence private tuition is required.
 - 80% of the respondents state that private tuition has helped in improving the academic performance of their wards.
 - 59.5% guardians stated that the school teachers do not provide extra time for education of their child.
 - 47% guardians are of the opinion that they have to cut down important expenditure of the family in order to provide private tuition to their wards.
- Majority of the guardians answered that the school teachers apply activity-based method and take help of TLMs for better understanding of the concepts. Majority of the guardians also stated that the school made arrangements for curricular activities(Para 6.13, Table 6.13).

In this context, Mark Bray in his paper titled '**Private Supplementary Tutoring: Comparative Perspectives on Patterns and Implications**' presented at the Oxford

International Conference on Education and Development (September 2005) has made the following observations:

- In some situations, parents are forced to provide private tuition to their wards because in their opinion, the cost of private tuition would be less than that of repetition of grade for one year.
- Mark Bray writes, "Families which invest in tutoring are able to give their children head-starts which permit those children to perform better in school, stay longer in the education system, and in turn secure greater lifetime earnings." (page 11)

CHAPTER -7

IMPLICATION OF PRIVATE TUITION AS OBSERVED BY COMMUNITY MEMBERS.

In this study the community members constitute an important stakeholder for which the responses of the community members are taken in a tool PT -4, designed by SCERT (WB). A copy of which is provided in Annexure-V. The study was conducted on 983 community members who included 598 Village Education Committee (VEC) members, 104 Ward Education Committee (WEC) members and 227 Secretaries/Managing Committee (MC) members of schools. SCERT (WB) underwent several phases of activities involving experts from varied fields to design each of the items of PT-4. This tool has been designed with an aim to elicit information regarding the extent to which the practice of private tuition exists in the respective localities, and the reasons for such practice. The items designed in PT- 4 are briefly described as follows:

- a) Respondents' profile.
- b) Reasons for taking private tuition by students in view of community members.
- c) Degree of efficacy for preparation of examination.
- d) Different issues on teaching learning process.
- e) Effect of change in syllabus and text on the practice of private tuition.
- f) Stage at which private tuition is more common/ rampant
- g) To explore in which income group people get more benefit out of this practice of private tuition.
- h) Effect of terminal evaluation on private tuition.

In this chapter the observations of community members are given according to the data collected in the tables of PT 4, using suitable software. The tables are provided in Annexure-III (Table Nos. A 7.1- A 7.7). The subsequent reporting from the data of these tables and the summary are presented in this chapter.

7.1 Respondent Profile:

1. Total number of village education committee (VEC) members: 598
2. Total number of ward education committee (WEC) members: 104
3. Total number of secretary/managing committee (MC) member of schools: 227
4. Did not mention the class in which the community members belong: 54

Total number of responding Community Members: 983

Table: 7.1 Profile of Respondents & their responses

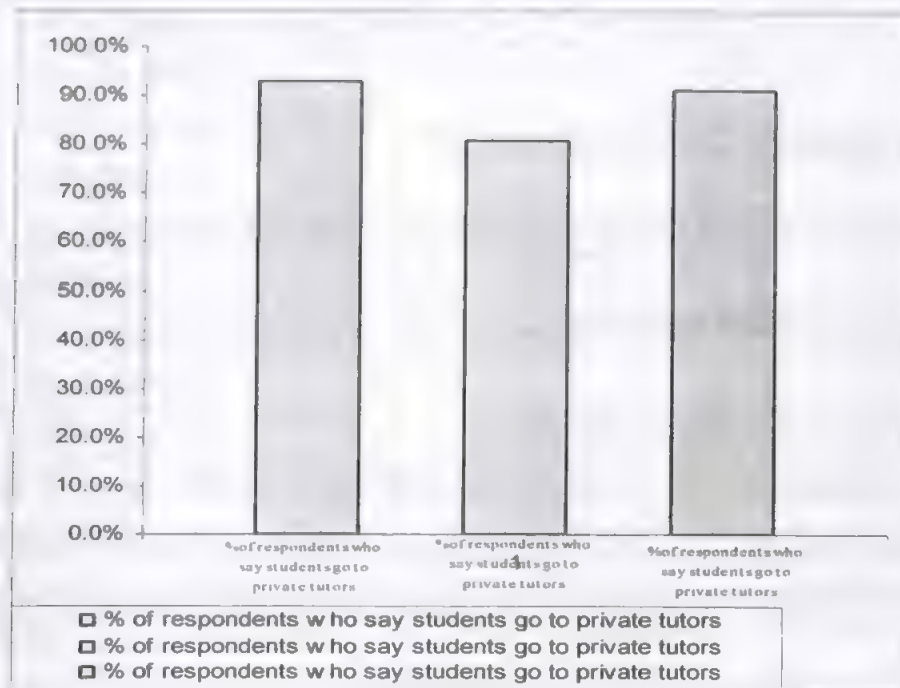
No. of VEC members	% of respondents who say students go to private tutors		No. of WEC members	% of respondents who say students go to private tutors		No. of Sec/MC members	% of respondents who say students go to private tutors		Overall no. of community members	
	in no.	in %		in no.	in %		in no.	in %	in no.	in %
598	555	92.8%	104	84	80.8%	227	207	91.2%	929	91.1%

[Data Source: Annexure III Table A7.1]

7.1.1 Salient observations in Community Members profile :

1. Of all the community members, VEC members were in maximum number at 60.08%.
2. The WEC members constituted 10.5% of the sample.
3. Percentage of MC members of schools in 23.09%.
4. 92.80% VEC members said that students used to take private tuition.
5. 80.76% WEC members said that students used to take private tuition.
6. 91.18% MC members of school said that students used to take private tuition.

Fig: 7.1



A similarity in responses has been observed between the community members and the students on the number student who take private tuition

7.2 Reasons for taking private tuition:

The observations of 983 Community Members on the possible reasons for taking private tuition, as queried through the PT 4 tool have been presented in the table below:

Table: 7.2 Reasons for taking Private tuition

Sl. No.	Reasons	% of respondents
1	Private Tuition ensures higher marks	21.67
2	There is a dearth of teachers in the school	20.90
3	The Parents/Guardians can't help their child/children in their studies at home	16.30
4	Private tutors simplify the content /subject matter in order to make the students understand.	15.80
5	Private tutors teach in a language which is easily understood by the students.	11.60
6	Private tutors provide model answers for the students	5.90

[Data Source: Annexure III Table A7.2]

7.2.1 Salient observations of reasons for taking private tuition:

1. 20.9% Community Members observed that the first important reason is the dearth of teachers in the school.
2. 16.3% Community Members observed that the second important reason is that the Parent/Guardians cannot help their child/ children in their studies. The same reason has been observed as being of third & fourth important reason by 14.6% & 11.2 % Community Members respectively.
3. 21.67% Community Members observed as fifth important reason that private tuition ensures higher marks.

4. 11.6% Community Members observed that another important reason is private tutors teach in a language which is easily understood by the students.
5. 15.8% Community Members observed that another important reason is that a private tutor simplifies the content/subject matter in order to make the students understand. The same reason has been observed as being of second importance by 11.9% of the respondents.
6. 5.9% Community Members observed that the another important reason is that private tutors write the answers for the students and in this way prepare them for examinations. In contrast the same reason has been observed as of second importance by 11.9% of the respondents.
7. 3.7% Community Members observed that the teachers of the school not giving sufficient time for class room teaching as being another reason.
8. A very few percentage of Community Members has observed that teacher do not attend the school regularly.

Both Community Members and the Students have identified that private tutors simplify the content /subject matter in order to make the students understand, and that parents/guardians can not help their child/children in their studies as being most important reasons for taking private tuition.

It may be seen that students and parents seem to lay emphasis on understanding of subject matter, in which there is a perceived deficiency in the school, resulting in the tendency to opt for private coaching.

7.3 Observations of Community Members on Pedagogical Issues

Table 7.3 Observations of Community Members on different pedagogical issues

Sl.	Issues	% of respondent
1	Local teachers offer private tuition	22.40
2	Private tuition effective for preparation of examination	83.40
3	Students taking private tuition perform better in examination	86.40
4	Regular teacher are engaged in private tuition	24.40
5	Private tutors teach in big groups.	73.60
6	Private tuition helps the students in writing the answers of all subjects.	62.60
7	One private tutor teaches all subjects.	48.70
8	Students are punished in the schools	20.10
9	Parents / Guardians are bound to send their wards to private tuition for examinations.	51.00
10	Provision for remedial lessons in schools	57.90
11	Remedial measures taken in schools to address difficulties of the students	61.29
12	Arrangement of activity-based teaching learning process in school	72.00
13	Teachers use TLMs to clarify concepts among the students	88.50
14	Schools organize different games/activities for students	90.40
15	Schools of your locality participate in inter-school competitions/activities	93.90

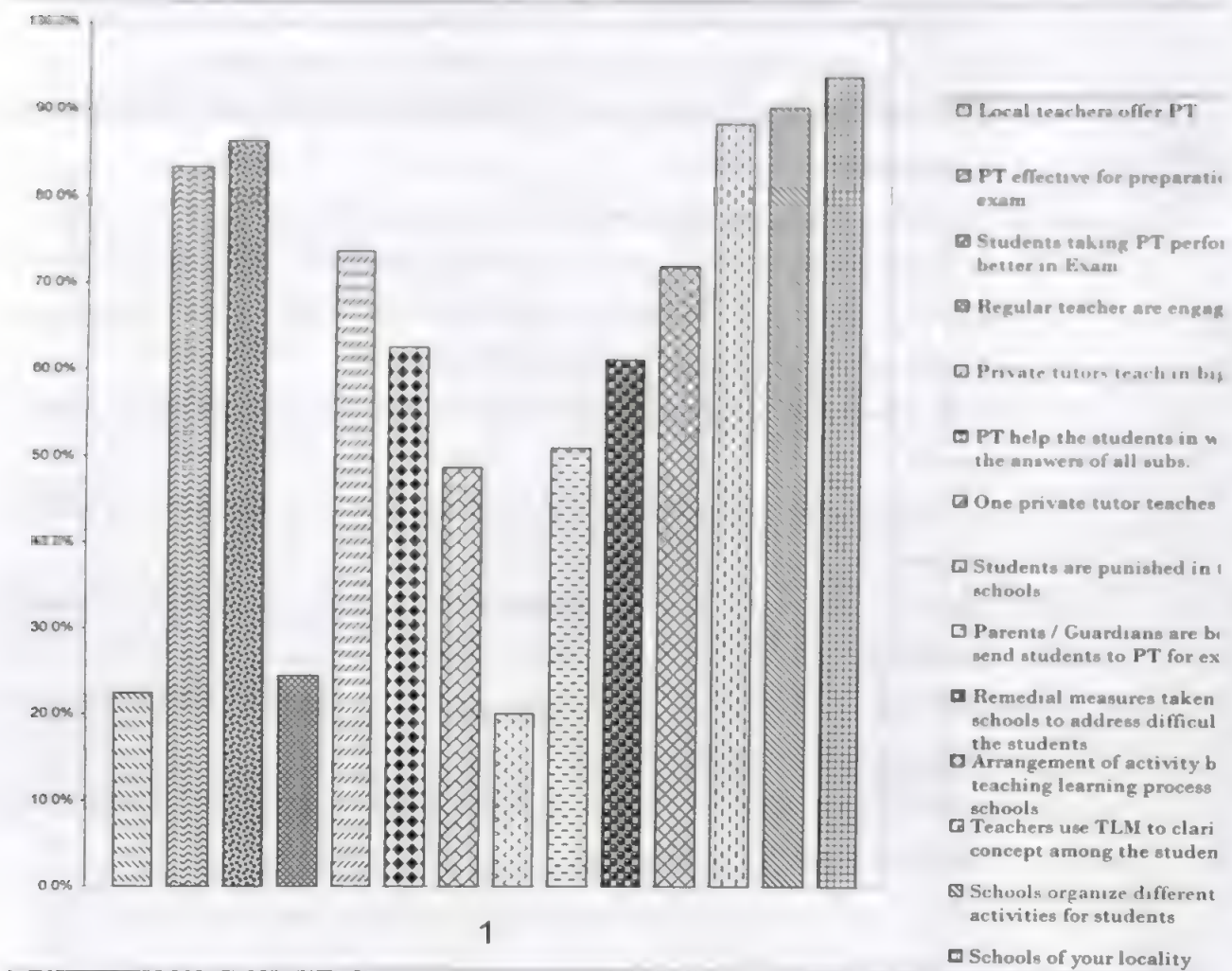
[Data Source: Annexure III Table A7.3]

7.3.1 Salient observations:

1. 22.4% Community Members opined that local teachers offer private tuition.
2. 83.4% Community Members expressed that the private tuition is effective for preparations on examination.
3. 86.4% Community Members felt that students taking private tuition perform better in examination.

4. 24.4% Community Members were of the opinion that regular teachers are engaged in private tuition
5. 73.6% Community Members observed that private tutors teach in big group.
6. 62.6% Community Members said that private tutors help the students in writing answers of all subjects.
7. 48.7% Community Members observed that are private tutors teaches all the subjects.
8. 20.1% Community Members gave their view that students are punished in their school.
9. 50.0% Community Members were in favour of the opinion that Parents/ Guardians are bound to send students to private tutors for examination.
10. 57.9% Community Members opined that there are provisions for remedial lessons in schools.
11. 61.2% were of the opinion that the remedial measures were taken in schools to address the learning difficulties of the students.
12. 72.0% Community Members said that there is an arrangement of activity based teaching-learning in school.
13. 88.5% Community Members expressed that teachers use Teaching Learning materials to clarify concepts among the students.
14. 90.90% Community Members have observed that schools in their locality participate in interschool competitions/ activities.

Fig: 7.3



Thus the impressions of community members indicate that most of the regular teachers are not engaged in private tuition, which is similar to the observations from PT-6(vide Para 9.13 of chapter 9) where students expressed similar view. Also the impression of community members indicate most of the Parents/Guardians are forced to send their wards to private tuition for getting model answers to questions written by the private tutors (62% community members feel so).Also, 86% respondents feel that the students are send to private tuition to score high in examinations. But the achievement records of students in PT-7 show that students fare well even without availing private tuition (Para -10.5 of Chapter-10).

It may not be out of place to mention here that most of the community members feel that such practices like arrangement of activity based teaching learning process in schools, using of TLM by teachers to clarify concept among the students, schools organizing different games activities for students etc. are all adopted by the schools during class room transaction. Yet overall 91% of the same respondents feel that students avail private tuition.

7.4 Observations of Community Members on effects of lessening of textual matter on private tuition

Table 7.4 Observations of Community Members on effects of lessening of textual matter on private tuition

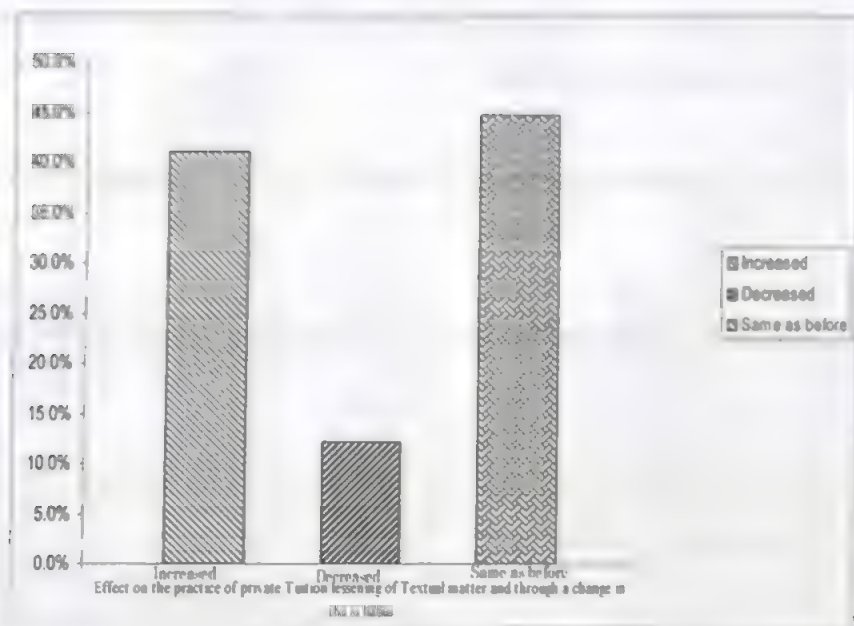
Total Respondents	Effect on the practice of private tuition lessening of Textual matter and through a change in the syllabus					
	Increased		Decreased		Same as before	
	in no.	in %	in no.	in %	in no.	in %
983	404	41.1%	120	12.2%	440	44.8%

[Data Source: Annexure III Table A7.4]

7.4.1 Salient observations :

1. 44.8% Community Members feel that there has been no effect of lessening of textual matter as per changed syllabi on the practice of private tuition,
2. 41.1% Community Members expressed that the practice of private tuition has actually increased as an effect of lessening of textual matter and change in the syllabi. Whereas 12.20% Community Members observed that the practice of private tuition has decreased due to lessening of textual matter and change in the syllabi.

Fig: 7.4



It is observed from the responses of the community members that there is no effect of lessening of textual matter on the practice of taking private tuition.

7.5 Observations of Community Members on the stage at which private tuition is more rampant.

Table: 7.5 Observations of Community Members on the stage at which private tuition is more common

Total Respondents	Stage at which private tuition is more common							
	Primary		Upper Primary		Secondary		Higher Secondary	
	<i>in no.</i>	<i>in %</i>	<i>in no.</i>	<i>in %</i>	<i>in no.</i>	<i>in %</i>	<i>in no.</i>	<i>in %</i>

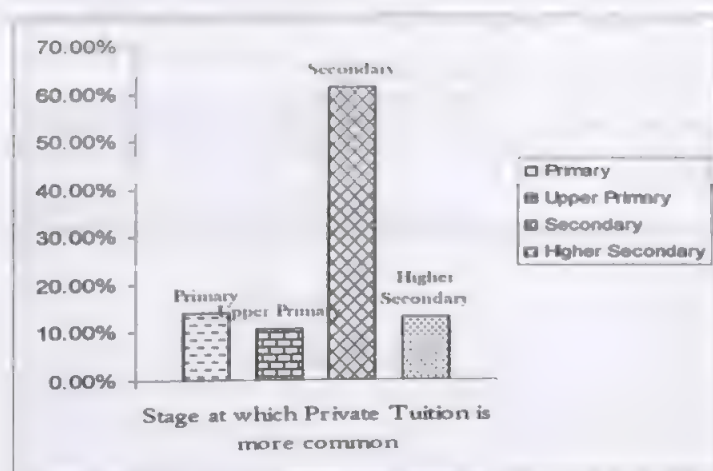
Total Respondents	Stage at which private tuition is more common							
	Primary		Upper Primary		Secondary		Higher Secondary	
	<i>in no.</i>	<i>in %</i>	<i>in no.</i>	<i>in %</i>	<i>in no.</i>	<i>in %</i>	<i>in no.</i>	<i>in %</i>
983	138	14.04%	104	10.58%	602	61.24%	130	13.22%

[Data Source: Annexure III Table A7.5]

7.5.1 Salient observations :

1. Among all the respondent community members 61.24% feel that private tuition is more rampant in secondary stage.
2. 14.04% of community members feel that private tuition is more rampant in primary stage.
3. 13.22% of community members feel that private tuition is more rampant in Higher Secondary stage.
4. 10.58% of community members feel that private tuition is more rampant in upper primary stage.

Fig: 7.5



Though it is observed from the response of the community members that private tuition is more rampant in Secondary stage of our sample but cross referring with Para no 9.2 of chapter 9 it may be seen that private tuition is more rampant in Higher Secondary stage.

7.6 Observations of Community Members on people in different income groups who get more benefited by engaging private tutors.

Table: 7.6 Respondents' profile in different income groups

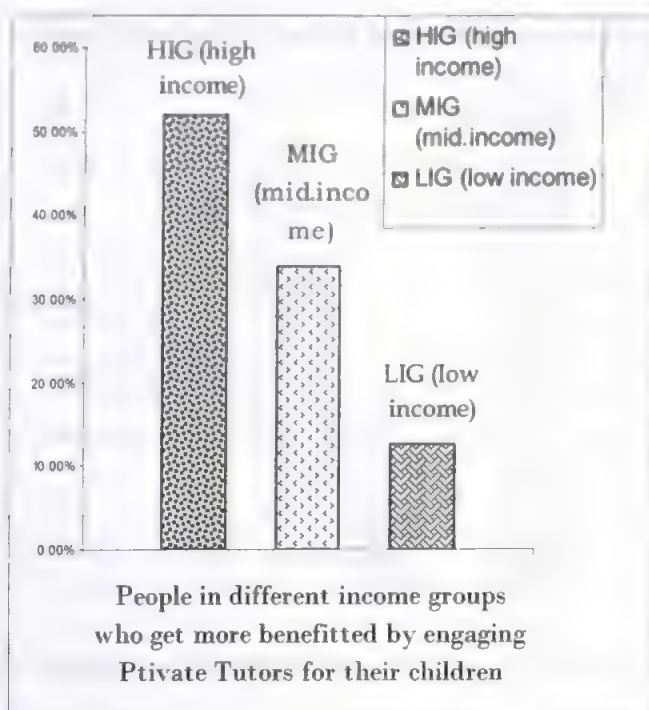
Total Respondents	People in different income groups who get more benefited by engaging Private Tutors for their children					
	HIG (high income group)		MIG (middle income group)		LIG (low income group)	
	in no.	in %	in no.	in %	in no.	in %
983	510	51.88%	334	33.98%	123	12.51%

[Data Source: Annexure III Table A7.6]

7.6.1 Salient observations:

1. Among all the respondent Community Members 51.88% feel that people in Higher income group who get benefited by engaging private tutor for their children.
2. 33.98% Community Members that people in middle income group who get benefited by engaging private tutors for their children.
3. 12.51% Community Members feel that people in lower income group who get benefited private tutors for their children.

Fig: 7.6



It is observed from the response of the community members that people in High Income Group get more benefitted by engaging Private tuition for their children.

Thus the impression of Community members indicate that the practice of private coaching do not help pupils belonging to a low income family. The profile of parents as observed in PT-3 (Para 6.1) shows a large majority (85%) of the families in the sample belongs in the low income group. Hence, it may be concluded that the practice of private tuition is not being beneficial for a large number of students in West Bengal

7.7 Observations of Community Members on effect of Terminal Evaluation on Private tuition.

Table: 7.7 Observations of Community Members on effect of Terminal Evaluation on Private tuition

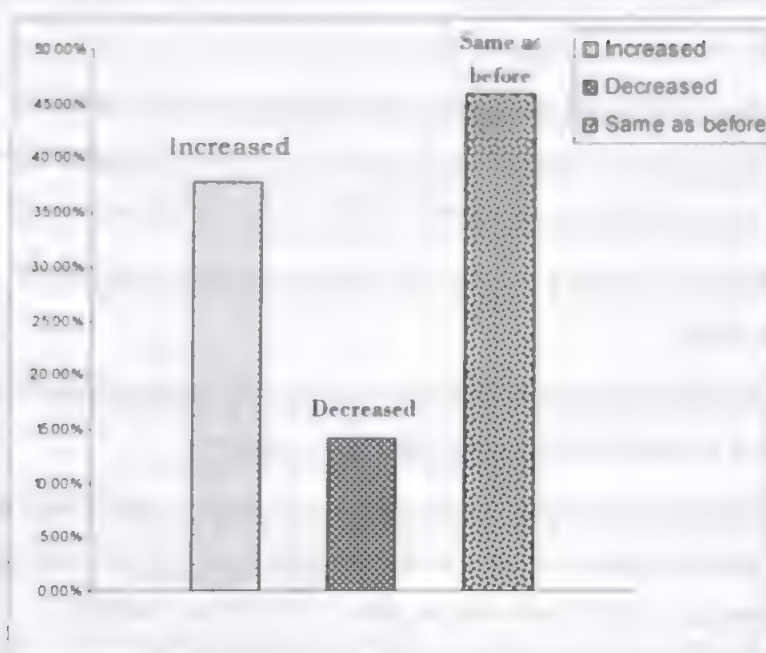
Total Respondents	Effect of Terminal Evaluation on Private Tuition					
	Increased		Decreased		Same as before	
	in no.	in %	in no.	in %	in no.	in %
983	371	37.74%	138	14.04%	452	45.98%

[Data Source : Annexure III Table A7.7]

7.7.1 Salient observations :

1. 45.98% community members felt that there had been no effect of terminal evaluation on private tuition.
2. 37.74% community members expressed that the practice of private tuition has increased as an effect of terminal evaluations. Whereas 14.04% community members observed that the practice of private tuition decreased due to terminal evaluation.

Fig: 7.7



It is observed from the response of community member that there is not enough evidence of terminal evaluation causing in any effect on availing private tuition by students. This is in partial agreement to the observations in item 14, Para 5.2.1.A, where 77.48% teachers agree that it is possible for the students to get prepared for all the unit tests and terminal test in school.

7.8 Summary of the chapter

The summary of the salient observations is being laid down below:

- ◆ Of all the community members, VEC members were maximum in number at 60.08%
- ◆ The WEC members constituted 10.5% of the sample.
- ◆ Percentage of M.C. members of schools is 23.09%
- ◆ 92.80% VEC members said that students used to take private tuition.
- ◆ 80.76% WEC members said that students used to take private tuition
- ◆ 91.18% MC members of school said that students used to take private tuition.

- ◆ 26.4% community members observed that the first important reason is difficulty of contents in the subject.
- ◆ 16.3% community members observed that the second important reason is the parents' condition cannot help their child's education in their studies. The same reason has been observed as being of third & fourth importance by 14.0% & 11.7% respondents.
- ◆ 14.6% community members observed that the fifth important reason is that private tutors discuss higher marks.
- ◆ 11.6% community members observed that an important reason for taking private tuition is private tutors teach in a language easily understood by the students.
- ◆ 15.6% community members observed that the other important reason is that private tutors simplify the content/ subject matter in order to make the students understand. The same reason has been observed as being of second importance by 11.9% respondents.
- ◆ 9.9% community members observed that the another important reason is private tutors write the answers for the students and in this way prepare them for examinations but the same reason has been observed as second importance by 11.9% respondents.
- ◆ 4.7% community members observed that the other reason is Teachers of the schools do not give sufficient time for class room teaching.
- ◆ Very few community members has observed that Teacher do not attend the school regularly.
- ◆ 22.4% community members opine that local teachers offer private tuition.
- ◆ 83.4% community members express that the private tuition is effective for preparations on examination.
- ◆ 86.4% community members feel that students taking private tuition perform better in examination.
- ◆ 24.4% community members are of the opinion that regular teachers are engaged in private tuition.
- ◆ 73.6% community members observed that private tutors teach in big groups.

- 66.6% community members feel that private tuition helps the students in learning needed portions of all subjects
- 66.7% community members observe that private tuition helps all the students
- 66.7% community members give their views that students are particular in their school
- 66.7% community members are in favour of the opinion that Private Tutors are engaged to send students to private tuition for examinations
- 66.7% community members agree that there are provisions for learning beyond in schools
- 66.7% are of the opinion that the specified measures are taken in schools to minimise the learning difficulties of the students
- 77.8% community members say that there is an arrangement of activity based teaching learning in school
- 88.9% community members express that teachers use Teaching Learning strategies to clarify concepts among the students
- 88.9% community members have observed that students in their locality participate in inter-school competitions activities
- 88.9% community members feel that there has been no effect of learning of textual matter as per changed syllabi in the practice of private tuition
- 66.7% community members expressed that the practice of private tuition has actually increased as effect of learning of textual matter and change in the syllabi. Whereas 33.3% community members observed that the practice of private tuition has decreased due to learning of textual matter and change in the syllabi
- Among all the respondent community members 66.64% feel that private tuition is more rampant in secondary stage
- 14.64% of community members feel that private tuition is more rampant in primary stage
- 13.20% of community members feel that private tuition is more rampant in Higher Secondary stage

- ◆ 10.58% of community members feel that private tuition is more rampant in upper primary stage.
- ◆ Among all the respondent community members 51.88% feel that people in Higher income group get benefited by engaging private tutor for their children.
- ◆ 33.98% community members that people in middle income group get benefited by engaging private tutors for their children.
- ◆ 12.51% community members feel that people in lower income group get benefited private tutors for their children.
- ◆ 45.98% community members feel that there has been no effect of terminal evaluation on private tuition.
- ◆ 37.74% community members expressed that the practice of private tuition has increased as an effect of terminal evaluations. Whereas 14.04% community members observed that the practice of private tuition decreased due to terminal evaluation.

It is observed from the response of the community members that people in high income group who get more benefited by engaging private tuition for their children. In this context Mark Bray (2005) in his paper "Private Supplementary Tutoring: Comparative Perspectives on Patterns and Implications" observed "... Tutoring has also become more evident though perhaps for different reasons, in low income countries such as Cambodia and Bangladesh, and his increasingly being reported in Africa.... In Eastern Europe tutoring has emerged as a major enterprise with the collapse of socialism and advent of market economy Although the scale of tutoring still varies considerably in these different societies, tutoring can increasingly be described as a worldwide phenomenon which must be taken seriously by policy makers and others ".

CHAPTER – 8

IMPLICATIONS OF PRIVATE TUITION AS OBSERVED

BY PRIVATE TUTORS

In order to conduct the study “Implications of Private Tuition”, respondents of various cross-sections of the society were taken into consideration. One such target group was the **private tutor**.

This group primarily included educated unemployed or retired persons who provide private tuition to students at different stages and are not engaged in any other gainful employment. Three (3) such persons in the vicinity of each sample school were randomly selected.

The tool developed at SCERT (WB), after extensive deliberations with different experts and stakeholders, for this target group, was termed **PT – 5**. It contained 18 items. The items aimed to get a picture of –

- Socio-economic, educational and professional background of the respondents
- Amount of time dedicated to private tuition and monthly income from it
- Classes and subjects taught
- Average number of students taught, individually or in groups
- Methods of transaction of lessons, completion of syllabus and evaluation
- Opinions of the respondents regarding reasons for which students go to private tuition classes
- The extent to which respondents can retain students in private tuition classes and the percentage of students taught by them who succeed in being promoted to the next class
- Opinions of the respondents on some issues related to private tuition.

The data collected were entered in the districts using a MS-ACCESS programme developed at SCERT (WB). The data were organized into primary tables by applying Structured Query Language (SQL). The organized data were analysed and are presented as secondary tables in the following pages.

An attempt has also been made to compare the information provided by and observations of private tutors with those of other respondents of the study, namely, headteachers, teachers, guardians, community members and students. This has helped us to understand the entire situation in a better way.

DETAILED ANALYSIS OF DATA COLLECTED FROM PT – 5 QUESTIONNAIRE

The following pages depict the detailed analysis of the data collected through the questionnaire PT – 5. The primary tables, on the basis of which the tables presented below have been prepared, are provided in Annexure - of this report for ready reference of the reader. The different paras signify the various issues addressed through the questionnaire and aim to present a picture of the views of the respondents.

8.1 General profile of the respondents

(a) Total number of respondents – 1010

(b) Gender distribution of the respondents –

Male- 73.5 %

Female – 26.0 %

(Datasource:- Table – 8.21)

(c) Age group of the respondents -

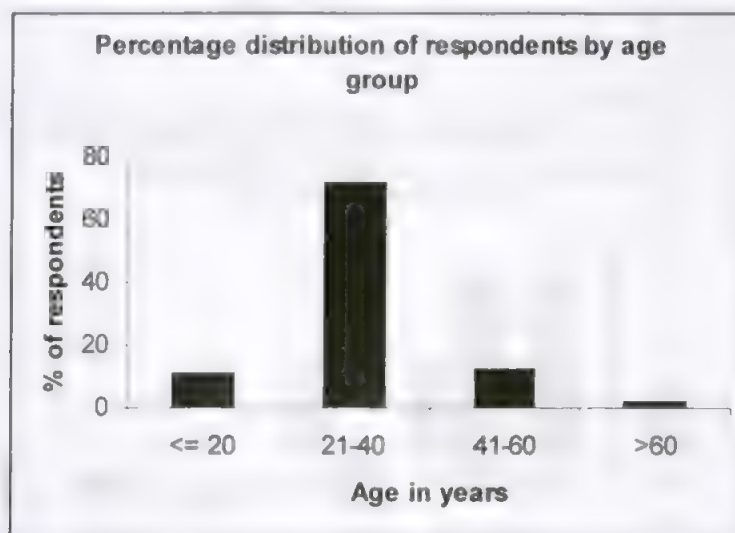
Table – 8.1

(Percentage distribution of respondents by age group)

	Age group				
	<= 20	21-40	41-60	>60	NR
Percentage of respondents	11.1	71.9	12.1	2.1	2.9

(Datasource:- Table – 8.22, Annexure - IV)

Fig. – 8.1



As is evident from Table No. – 8.1 and Fig.- 8.1 above, majority of the respondents (72%) are in the age group of 21-40 years. Probably they are engaged in private tuition for want of suitable employment.

(d) Social Category of the respondents -

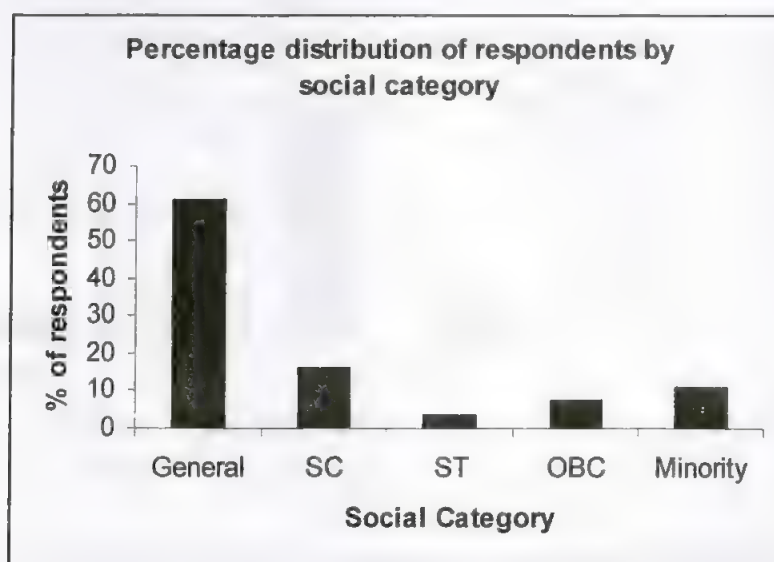
Table – 8.2

(Percentage distribution of respondents by social category)

	Social category					
	General	SC	ST	OBC	Minority	NR
Percentage of respondents	60.7	16.2	3.3	7.3	11.0	1.5

(Datasource:- Table – 8.23, Annexure - IV)

Fig. – 8.2



About 61% of the respondents belong to the general category, as can be seen from Table No. – 8.2 and Fig. – 8.2 given above. The percentage of other categories too can be seen from the said table and figure.

(c) Educational Qualification of the respondents –

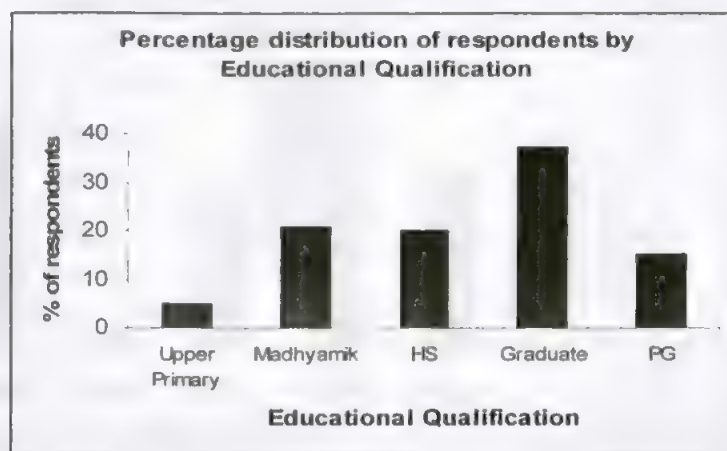
Table – 8.3

(Percentage distribution of respondents by educational qualification)

	Educational Qualification					
	Upper Primary	Madhyamik	HS	Graduate	Post graduate	NR
Percentage of respondents	5.0	20.6	20.1	37.2	15.1	2.0

(Datasource:- Table – 8.24, Annexure - IV)

Fig. – 8.3



Here we can see a certain amount of diversity in the educational qualification of the respondents. 37% of the respondents are graduates, 15 % are postgraduates, 5% have studied up to class – VIII, 20.6% have passed Madhyamik and 20% have passed Higher Secondary. Thus a substantial percentage of the respondents (46%) are not even graduates. This can be seen from Table No. – 8.3 and Fig. – 8.3 given above.

(f) Professional Qualification of the respondents –

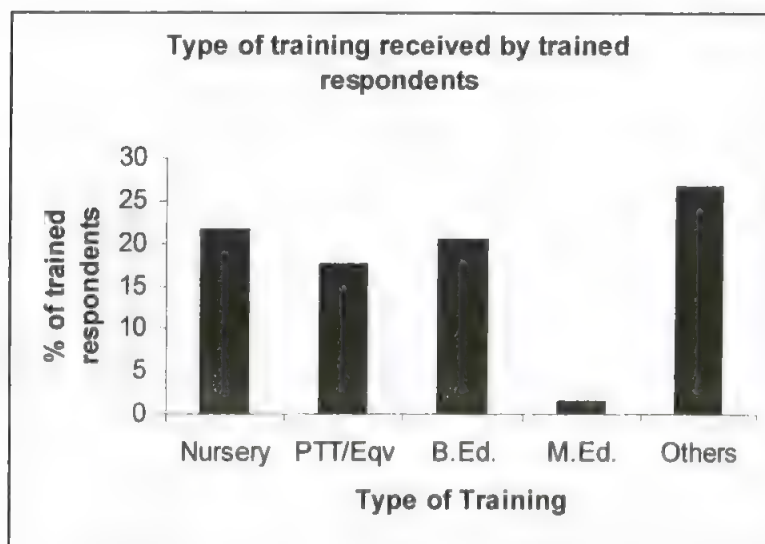
Table – 8.4

(Percentage distribution of respondents by professional qualification and details thereof)

% of trained respondents	Category of Training & % of trained respondents					
	Nursery	PTT/ Equivalent	B.Ed.	M.Ed.	Other Training	NR
14.2	21.7	17.5	20.3	1.4	26.6	12.5

(Datasource:- Table – 8.25, Annexure - IV)

Fig. – 8.4



Only 14.2% of the respondents are trained. Of the trained respondents, 20.3% have B.Ed., 1.4% have M.Ed. and 39.2% have Nursery / PTT training. 26.6% have some other kinds of training that include training in computers, nursing, ITI, crafts, dance, etc. The details are given in Table No. – 8.4 and Fig. – 8.4 shown above.

(g) Employment Status of the respondents –

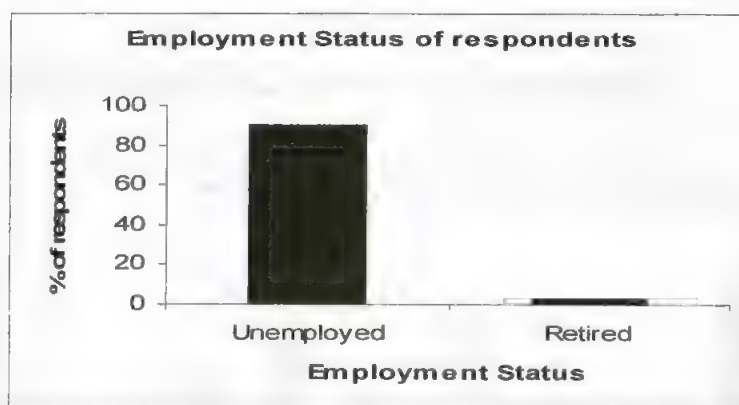
Table – 8.5

(Employment Status of respondents in percentage)

	Employment Status		
	Unemployed	Retired	NR
Percentage of respondents	90.1	3.1	6.8

(Datasource:- Table – 8.26, Annexure - IV)

Fig. – 8.5



90.1% of the respondents are unemployed and 3.1% are retired persons. This information is provided in Table No. – 8.5 and Fig.- 8.5 given above.

95% of the headteachers feel that private tuition offers an opportunity to the unemployed youth by providing part-time employment. (Ref:- PT – 1, para 4.10)

73% of the guardians say that the private tutors engaged by them for their wards are educated unemployed persons. (Ref:- PT – 3, para 6.7)

(h) Educational Qualification of the Unemployed respondents –

Table – 8.5 A

(Percentage distribution of unemployed respondents by educational qualification)

	Educational Qualification					
	Upper Primary	Madhyamik	HS	Graduate	Post graduate	NR
Percentage of unemployed respondents	4.7	21.6	20.8	38.1	14.0	0.8

As can be seen from Table No. – 8.5 A, the percentages of different educational qualifications of the unemployed respondents are comparable with the overall educational qualification of the total respondents. (Ref :- 8.5, Table No. – 8.3)

SPECIFIC DETAILS ABOUT THE RESPONDENTS

8.2 (a) Respondents fully engaged in private tuition –

Table – 8.6

(Percentage of respondents fully engaged in private tuition)

	Fully engaged in private tuition	Engaged in other professions	NR
Percentage of respondents	78.0	18.0	4.0

(Datasource:- Table – 8.27 a, Annexure - IV)

78% of the respondents are fully engaged in private tuition, while 18% are engaged in other professions as well. These statements may be corroborated by data presented in Table No. – 8.6.

(b) Information about respondents who are engaged in other occupations besides private tuition –

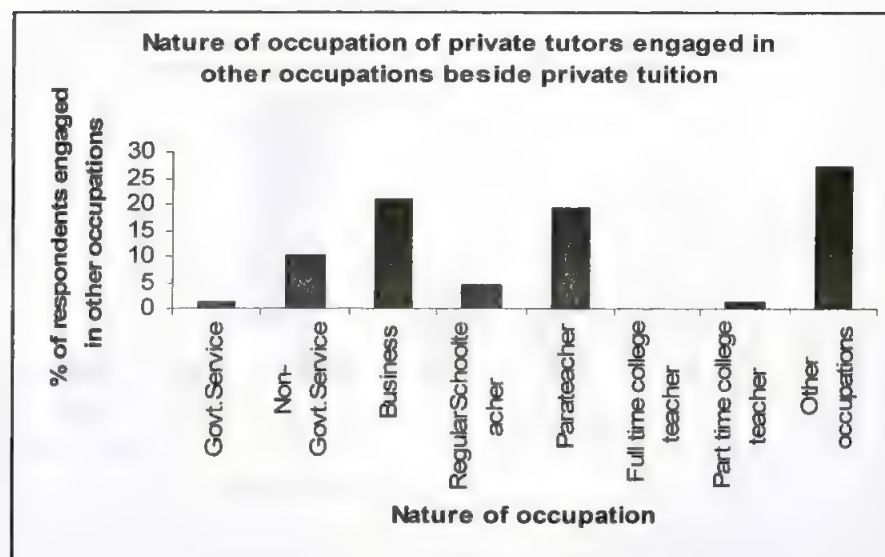
Table – 8.7

(Percentage of respondents engaged in other occupations beside private tuition)

	Nature of Occupation							
	Govt. Service	Non-Govt. Service	Business	Regular School Teacher	Para Teacher	Full time College Teacher	Part time College Teacher	Other occupations
Percentage of respondents	1.1	9.9	20.8	4.4	19.2	0	1.1	24.2

(Datasource:- Table – 8.27 b, Annexure - IV)

Fig. – 8.6



Other occupations include studying, shop keeping, sewing, agency of different insurance companies, household chores, cultivation, farming, etc. The details are given above in Table No. – 8.7 and Fig.- 8.6.

It may be seen from the above data that, although care was taken not to include regular schoolteachers in the survey, they could not be excluded altogether and 4.4% regular schoolteachers were covered in the survey.

(c) Duration of engagement in Private Tuition -

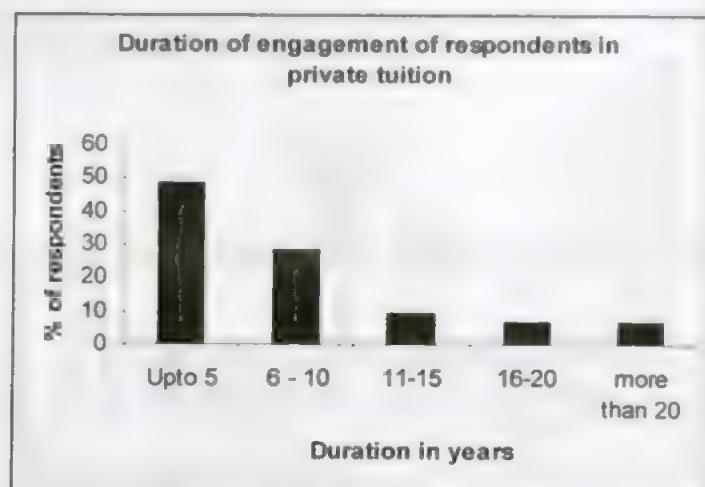
Table - 8.8

(Duration of engagement of respondents in private tuition)

	Duration in years				
	Upto 5	6 - 10	11 - 15	16 - 20	More than 20
Percentage of respondents	48.8	28.2	9.5	6.7	6.7

(Datasource:- Table - 8.28 a, Annexure - IV)

Fig. - 8.7



It was found that majority (49%) of the respondents have been engaged in private tuition for 5 years and 28 % are doing this work for 6-10 years. The other details can be found in Table No. - 8.8 and Fig. - 8.7.

(d) Monthly Income from private tuition –

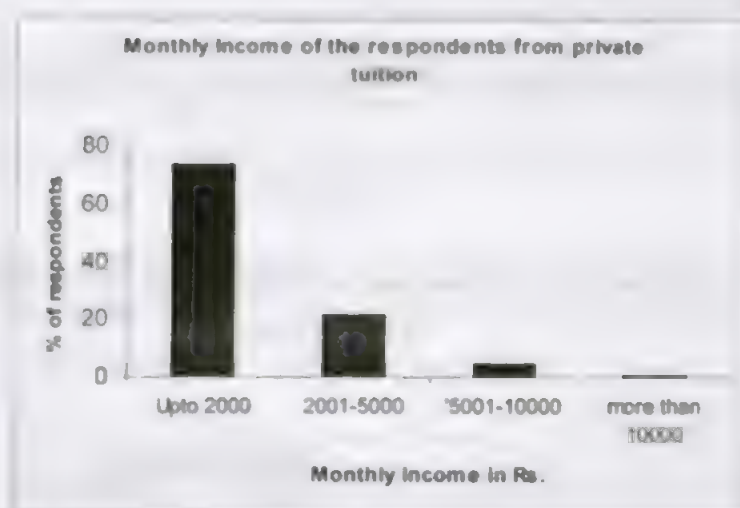
Table – 8.9

(Monthly Income of respondents from private tuition)

	Monthly Income in Rs.			
	Upto 2000	2001 - 5000	5001 - 10000	More than 10000
Percentage of respondents	73.3	21.5	4.4	0.9

(Datasonce - Table – 8.28 b, Annexure - IV)

Fig. – 8.8



Majority of the respondents (73.3%) earn up to Rs. 2000/- per month by providing private tuition. 21.5% of the respondents earn between Rs. 2000/- and Rs. 5000/-. A small percentage (5.3%) earns more than Rs. 5000/-. Table No. – 8.9 and Fig. – 8.8 given above provide the necessary details.

8.3 Sustenance of family members by private tutors -

Table – 8.10

(Information on sustenance of family members by private tutors)

	Only source of income for their families	No. of family members depending wholly on respondents' income				
		0	1-2	3-4	5-6	More than 6
Percentage of respondents	43.5	8.4	10.3	46.7	26.4	8.2

(Datasource:- Table – 8.29, Annexure - IV)

Table No. – 8.10 given above shows that 43.5% of the respondents are the sole bread-winners for their families and many of them (47%) support a family of up to 3-4 members. Some respondents (8%) even support families of more than 6 members.

8.4 Respondents providing private tuition to students of different stages –

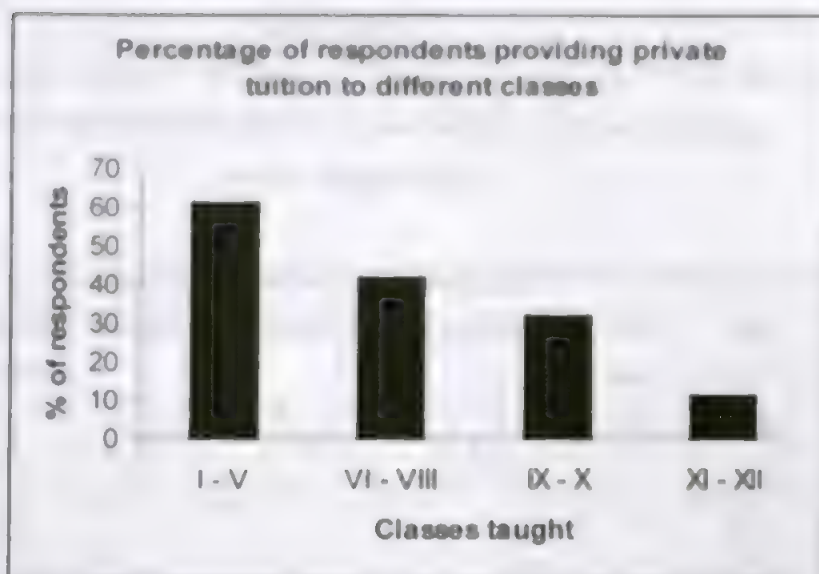
Table – 8.11

(Percentage of respondents providing private tuition to students of different classes)

	Classes taught			
	I - V	VI-VIII	IX-X	XI-XII
Percentage of respondents	61.9	42.2	32.5	11.8

(Datasource:- Table – 8.30, Annexure - IV)

Fig. – 8.9



It is found that majority of the respondents (62%) provide private tuition to classes I – V. The percentage goes down as the students reach higher classes. Table No. – 8.11 and Fig. – 8.9 show these data in detail. This is probably due to the fact that in higher classes persons with more 'sound' professional background are sought as private tutors.

This trend is also evident from the responses of students. The percentage of students taking private tuition from persons who are primarily private tutors only, gradually decreases as they reach higher classes. (Ref:- PT – 6, para 9.13)

8.5 Subjects taught by private tutors to students of different classes –

Table – 8.12

(Subjects taught by respondents providing private tuition to students of different classes)

Class taught	Subjects taught (% of respondents)								
	All subjects	First Lang.	English	Maths	Science	History	Geography	Others	NR
I	78.8	16.6	14.7	15.9	5.5	5.2	5.8	-	1.2
II	73.8	12.5	12.8	14.3	4.7	4.9	3.5	-	8.4
III	72.8	14.2	14.2	14.0	5.7	6.5	7.5	-	6.7
IV	70.6	14.1	15.7	17.7	8.3	10.5	10.5	-	6.5
V	55.5	13.6	25.4	27.1	18.1	9.8	10.0	-	4.3
VI	52.7	13.2	24.9	24.9	22.8	9.6	11.1	-	5.7
VII	41.6	12.4	26.8	31.0	27.7	9.1	10.9	-	5.9
VIII	37.9	17.4	30.4	29.8	29.2	13.3	13.3	-	3.7
IX	16.2	25.9	40.1	33.3	33.3	19.4	17.5	-	2.6
X	18.3	21.0	29.7	31.0	32.0	18.7	17.0	-	5.7
XI	1.8	17.7	29.2	13.3	15.9	15.9	11.5	27.4	12.4
XII	2.3	14.8	28.7	17.6	14.8	13.9	10.2	24.1	16.7

(Datasource:- PT – 5, Q. No. 12 a, Annexure - IV)

The trend evident from Table – 8.12 above is that the percentage of private tutors teaching all subjects decreases as the students reach higher classes. Again, if we consider the subjectwise trend, it can be seen that in almost all cases, the percentage of tutors teaching a particular subject increases gradually with class, reaches a maximum at class – IX and then decreases again. Of all the subjects considered, English and Mathematics attract the maximum number of private tutors, followed by Bengali and Science.

62% of the headteachers feel that majority of students take private tuition in English and Mathematics, followed by Bengali and Science. (Ref:- PT -1, para 4.6)

8.6 Income per student of private tutors by teaching students of different classes –

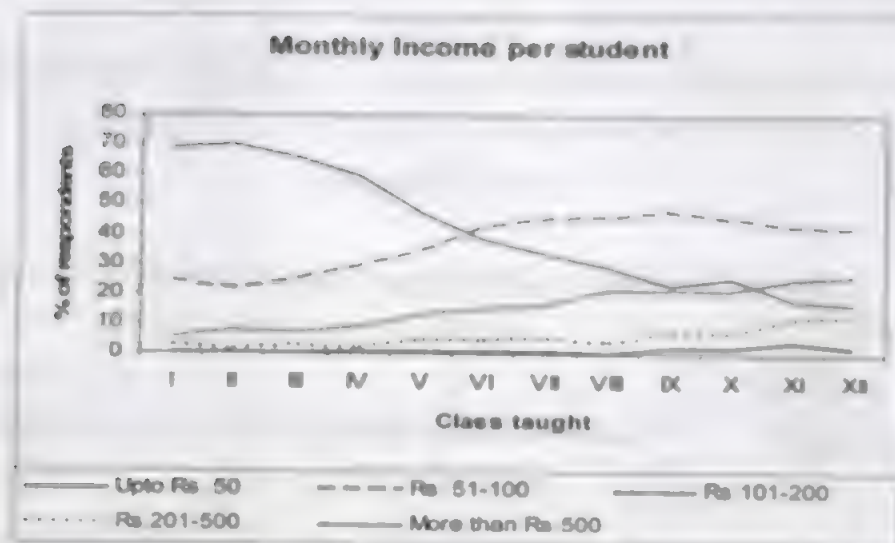
Table – 8.13

(Income per student of respondents providing private tuition to students of different classes)

Class taught	Monthly Income per student in Rs. (% of respondents)				
	Up to 50	51-100	101-200	201-500	More than 500
I	68.6	24.0	5.2	2.2	0.0
II	70.0	21.6	7.3	1.2	0.0
III	65.8	24.6	6.7	2.6	0.3
IV	59.4	29.1	8.7	2.0	0.7
V	47.2	34.7	13.1	4.5	0.5
VI	38.3	42.2	14.7	4.2	0.6
VII	33.4	45.3	16.0	4.7	0.6
VIII	28.9	46.0	20.8	4.0	0.3
IX	22.7	47.9	21.0	6.8	1.6
X	25.7	45.0	21.0	6.7	1.7
XI	17.7	42.5	24.8	11.5	3.5
XII	16.8	42.1	26.2	13.1	1.9

(Datasource:- Table – 8.31, Annexure - IV)

Fig. - 8.10



The income per student increases as the students reach higher stage, but most of them earn up to Rs. 100/- per student per month. The details can be seen in Table No. - 8.12 and Fig. - 8.10 above.

8.7 (a) Average Number of students taught by the respondents and their gender distribution-

Table - 8.14

(Average Number of students taught by the respondents)

	Boys	Girls	Total
Average number of students	13	11	24

(Datasource:- Table - 8.32, Annexure - IV)

Taking the overall data from districts into consideration, it is found that on an average, 24 students are taught by the private tutors, of whom 13 (54%) are boys and 11 (46%) are girls. This is shown in Table No. – 8.13

More than half (52%) headteachers are of the opinion that boys are given preference on the issue of providing private tuition. (Ref:- PT – 1, para 4.7)

The response of the guardians on this issue, however, reveals that there is no significant gender preference. (Ref:- PT – 3, para 6.3)

8.7 (b) Scenario of students taught individually and in groups –

Table – 8.15

(Average Number of students taught individually and in groups)

Average Number of students taught		% of respondents teaching groups of students belonging to		
Individually	In groups	Same school	Different Schools	NR
2	20	22.4	72.9	4.8

(Datasource:- Table – 8.33, Annexure - IV)

The respondents teach 2 students on an average individually and they teach 20 students in group on an average. Again, 22% respondents state that they teach groups of students who belong to the same school, while 73% of the respondents teach groups of students studying in different schools. Table No. – 8.14 above depicts the picture in detail.

32% of the guardians say that their wards study in groups of students belonging to the same school. 43% of the guardians state that their wards go for private tuition in groups of students coming from different schools. (Ref:- PT – 3, para 6.10)

Analysis of students' responses (PT – 6) reveals a similar trend where 33% students say that they study in groups of students belonging to same school and 67% of students that they take private tuition in groups of students belonging to different schools. (Ref:- PT – 6, para 9.12)

8.7 (c) Number of students taught in a group –

Table – 8.15 A

(Number of students taught in a group)

Number of students in a group	% of respondents
2-10	37.6
11-20	30.0
21-40	20.1
41-60	5.7
61 and above	4.1
No Response	7.8

Table – 8.15 A shows that about 38% of the respondents teach 2-10 students in a group. Again, 50% of the respondents state that they teach in groups of 11-40 students.

Majority of the guardians (47%) say that their wards study in a group of 2-10 students, thus corroborating the statement of the private tutors. (Ref:- PT -3, para 6.9)

From the response of the students, it is seen that the number of students studying in a group increases as the students reach higher classes. (Ref:- PT – 6, para 9.11)

8.8 Place for providing private tuition and average number of hours spent on it –

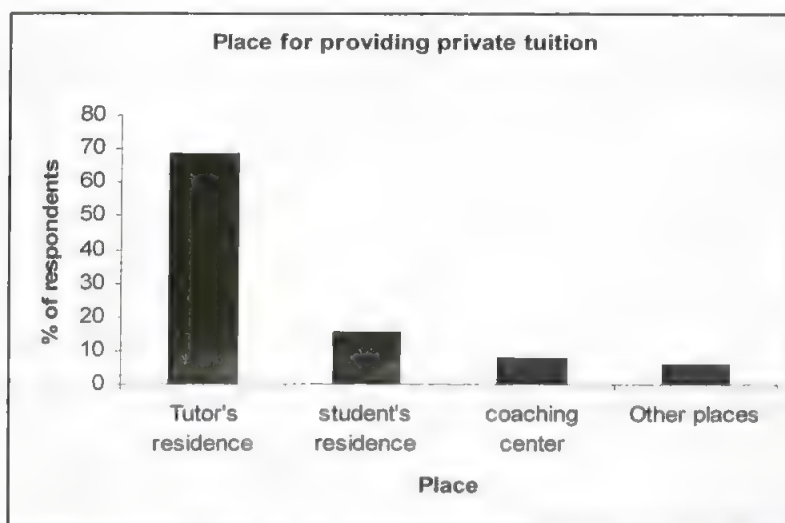
Table – 8.16

(Place for providing private tuition and average number of hours spent on it)

Place where private tuition is imparted (% of respondents)					Average number of hours spent in a day on Private Tuition
Tutor's Residence	Student's Residence	Coaching Centre	Other places	NR	
68.5	15.2	7.4	5.9	2.9	5

(Datasource:- Table – 8.34, Annexure - IV)

Fig. – 8.11



Majority of the respondents (68.5%) state that they teach students at their own home. 15% of the respondents provide tuition at students' residence. The rest teach at coaching centers and at other places. The other places include rented rooms, local clubs, local libraries, etc. The respondents spend on an average 5 hours in a day for teaching students. The details can be had from Table – 8.15 and Fig. – 8.11 given above.

49% - 60% of the students state that they are provided private tuition at the residences of their tutors, but the percentage of students studying in coaching centres increases as the students reach higher class. (Ref:- PT – 6, para 9.6)

8.9 Frequency of carrying out different activities related to teaching methods –

Table – 8.17

(Frequency of carrying out different activities related to teaching methods)

Activity	% of respondents			
	Always	Sometimes	Never	NR
a) Explaining the subject matter (according to the necessity of the student)	58.5	36.0	0.3	5.2
b) Helping the students in completing their hometasks	55.1	38.7	3.6	2.6
c) Helping the students in preparation for examinations	72.0	25.2	0.8	2.0
d) Demonstrating experiments	30.4	57.7	8.9	3.0
e) Enabling students to read aloud	52.2	35.3	7.9	4.7
f) Answering the questions of students	82.2	14.5	0.5	2.9
g) using TLMS	17.7	47.1	29.5	5.6
h) using only the textbooks prescribed by the school	64.6	19.2	13.1	3.1
i) Referring to books other than the prescribed textbooks	16.1	71.7	9.0	3.2
j) Dictating notes to the students	28.9	57.6	10.4	3.1
k) Evaluating students at regular intervals	41.8	54.1	1.2	3.0
l) Helping the students in performing hands-on activities	43.0	43.5	9.4	4.2

(Datasource:- Table – 8.35, Annexure - IV)

It is found from Table – 8.17 that some activities like explanation of subject matter according to the necessity of the student, helping the students in completing their hometasks and preparation for examinations, reading aloud by students and answering questions of the students are almost always done by the respondents.

Some other tasks like demonstration of experiments, use of TLMs, use of reference books and dictation of notes to students are done sometimes. In fact, TLMs are seldom used.

Regarding evaluation and performing of hands-on-activities by students, the respondents are divided almost equally in responding to ‘always’ and ‘sometimes’.

As would be expected, 28% of rural teachers and 24% of urban teachers disagree with the issue of completion of homework by students with the help of their private tutors. (Ref:- PT – 2, para 5.2.1, A.11 and para 5.4.1, A.11)

31% of the guardians say that private tutors who teach their wards use TLMs while teaching. (Ref:- PT – 3, para 6.13)

8.10 (a) Method of completing syllabus

92.7% of the respondents state that they are able to complete the syllabus in time (Datasource:- Table – 8.36, Annexure-IV). The methods include special efforts during vacations, giving homework, meticulous following of school calendar, etc.

8.10 (b) Methods of evaluation

The methods of evaluation include holding of examinations at regular intervals, asking questions, noting of errors made by the students, checking of homework, etc.

8.11 Opinion of respondents regarding impact of private tuition on performance of students

Majority of the respondents (93.3%) are of the opinion that students taught by private tutors perform better (Datasource:- Table – 8.37, Annexure - IV).

When the performances of students taking private tuition were matched with those of students not taking private tuition, it was found that the percentage of high achievers (above 60%), average achievers (40% - 60%) and low achievers (below 40%) in both the categories are as follows:-

Category of Achievers	% of students	
	Taking private tuition	Not taking private tuition
High	43.2	34.2
Average	27.6	29.2
Low	29.2	36.6

The above table, to some extent, agrees with the claim of the private tutors regarding better academic performance of students who receive private tuition. It can be seen from the above table that the percentage of high achievers is higher and that of low achievers is lower when students take resort to private tuition. The percentage of average performers is, however, comparable in both the cases. (Ref:- PT – 7, para 10.5)

8.12 Comparison of tendency of students to remain absent from school and coaching center

67% of the respondents are of the opinion that students tend to remain absent from schools, while only 25% of the respondents feel that students remain away from coaching centers (Datasource:- Table – 8.37, Annexure - IV). This indicates that students prefer to attend coaching classes over schools.

The headteachers are of the opinion that 38% of primary students and 63% - 67% of students of higher levels like private tuition.

8.13 Opinion of the respondents regarding reasons for which students go to coaching classes

The order of preference of the respondents for the reasons for which students go to private tutors / coaching centres are as follows:-

1. Coaching centres concentrate more on preparation for the examinations as a result of which students can score higher marks in examinations (70.8%).
2. Inadequate number of teachers in the schools hampers the teaching-learning process (47.9%)
3. The students cannot understand the conventional transaction of lessons in the schools (35.9%).
4. Students find joy in the lessons imparted in the coaching classes (27.4%).
5. Coaching classes are cleaner and more comfortable (13.2%).
6. Other reasons (9.39%). Other reasons include help in completing homework, individual attention and care because of studying in small groups, scope for students to speak about their problems, etc.

(Datasource:- Table – 8.38, Annexure - IV)

The head teachers are of the opinion that insufficient number of teachers in schools is one of the primary reasons why students require private tuition. They also feel that individual care provided by private tutors, help in getting the homework done and the notes on lessons received from the tutors are some of the reasons for which students opt for private tuition. [Ref:- PT – 1, para 4.6 (e)]

Community members also feel that dearth of teachers in schools is one of the reasons for students opting for private tuition. (Ref:- PT – 4, para 7.2)

8.14 (a) Comparison of total number of students taught, promoted to next classes and leaving the coaching class in past one year –

Table – 8.18

(Comparison of total number of students taught, promoted to next classes and leaving the coaching class in past one year)

Sl. No.	Parameter	Total number	Average	Percentage
1	Students taught in past one year	31086	31	--
2	Students promoted to next class	23774	24	76.5
3	Students leaving coaching center	2662	3	8.6

(Datasource:- Table – 8.39 a, Annexure - IV)

The comparison shows that out of the total 31086 students taught in the past one year, 23774 or 76.5% students were promoted to the next class and 2662 (8.6%) have left coaching classes. Table No. – 8.18 above may be referred to.

(b) Percentage of respondents showing all students being promoted and all students remaining with the coaching class / private tutor –

Table – 8.19

(Percentage of respondents showing all students being promoted and all students remaining with the coaching class / private tutor)

Sl. No.	Parameter	Percentage of respondents
1	All students promoted	56.4
2	All students remaining in the coaching center	5.4

(Datasource:- Table – 8.39 b, Annexure - IV)

It is found that only 56.4% of the respondents state that all students taught by them are promoted to next class in the past one year. As to the query regarding the number of students who leave the coaching class, only 5.4% of the respondents confirm that all the students enrolled with them have continued in the past one year. Table No. – 8.19 given above depicts the findings in a tabular form.

These facts probably show that all students do not remain with the private tutors for the whole year, and they perhaps switch over to tutors who have a professional background.

8.15 Opinions of respondents on some issues related to private tuition –

Table – 8.20

(Opinions of respondents on some issues related to private tuition)

Sl. No.	Issue	Percentage of respondents	
		Agree	Disagree
1	Only good teachers offer private tuition	30.1	66.9
2	Private tutors understand the contents better	71.9	24.8
3	Private tutors know well the techniques of guiding the students to secure high marks in the examinations	78.5	18.6
4	Engaging private tutors for the child / children is considered as an investment for future by the parents/guardians	65.1	31.5
5	Private tutors are more capable of making the students understand the contents	87.4	9.6
6	Private tuition is necessary for every learner	68.6	28.8

(Datasource:- Table – 8.40, Annexure - IV)

The opinions of the respondents regarding some issues related to private tuition are depicted above in the Table No. – 8.20. Most of the respondents (87.4%) agree with the observation that private tutors are more capable of making the students understand the contents. On the other hand, the greatest disagreement occurs with the observation that only good teachers offer private tuition.

In keeping with the expected, teachers do not quite agree with the claims that private tutors equip their students with better techniques to score high marks in examinations and private tutors are highly skilled. (Ref:- PT – 2, para 5.3.1, B.4, B.5 & para- 5.5.1, B.4, B.5)

83% of the community members feel that private tuition is effective for preparation of examination and 86% think that private tuition leads to better performance in examinations. (Ref:- PT – 4, para 7.3)

8.16 SUMMARY OF THE CHAPTER

The findings in the previous pages may be summarized as follows –

- In all, 1010 private tutors (respondents) were interviewed all over the state, of whom 73.5% were male and 26% were female.
- Majority of the respondents (72%) belong to the age group of 21-40 years.
- The respondents include persons who have passed class – VIII, Madhyamik, Higher Secondary, graduates and postgraduates. Of the respondents 37% are graduates and 15% are postgraduates.
- Only 14% have received some kind of training.
- 90% of the respondents are unemployed and 78% are fully engaged in private tuition. The respondents also include retired persons (3%).
- 73% of these private tutors earn up to Rs. 2000/- per month and 43% are the sole bread-winners for their families.
- Majority of the respondents (62%) provide private tuition to students of primary classes and the percentage goes down as the students reach the higher stages.
- Most of the respondents (68.5%) teach students at their homes.
- The respondents spend on an average 5 hours a day for providing private tuition.
- Most of the respondents say that they help the students in preparation for examinations so as to secure higher marks and answer the questions posed by the students. In fact, in their opinion, help provided by them in preparation for examinations so that higher marks are secured, is the primary reason for which students take resort to private tuition. The respondents also feel that private tutors help students to understand the content in a better way. The responses of private tutors reveal that they help students in completion of homework as well.
- The study reveals that 76.5% of the total students taught by the respondents have been promoted to their next respective classes and 8.6% of the total students have left the coaching centres during the ongoing academic session.
- The respondents teach 24 students on an average, of whom 13 are boys and 11 are girls.

- The study also brings to the forefront the fact that the subjects most in demand for private tuition are Mathematics and English.
- If we consider the global trend of private tuition, as shown by Mark Bray in the paper titled '**Private Supplementary Tutoring: Comparative Perspectives on Patterns and Implications**' presented at the Oxford International Conference on Education and Development (September 2005), the following common patterns emerge:-
 - ◆ The ages and educational qualifications of the private tutors are diverse. Sometimes students teach other students of lower classes, some tutors are self-employed and some are even retired. Tuition is provided on a full-time or part-time basis by persons who may or may not be formally trained.
 - ◆ The subjects that are in greatest demand are determined by the examination system. This would mean subjects like Mathematics and national languages. Our study points out that the subjects in greatest demand are Mathematics and English. The demand for the latter subject is quite pertinent in the context of the Indian subcontinent milieu.
 - ◆ Private tuition provides a source of income to the tutors at present and to the students in future.

CHAPTER -9

IMPLICATIONS OF PRIVATE TUITION AS OBSERVED BY THE STUDENTS

For conducting this study, students are an important stakeholder for which the responses of the students are collected through a tool PT- 6. About 40 items were designed for PT-6, these items provide information on:

- Occupational pattern of parents
- Subjects for which private tuition is received
- Number of private tutors
- Place where private tuition is availed of
- Number of days per week and time of the day spent in receiving private tuition
- Reasons for opting for private tuition
- Number of students studying together in school and private tuition
- Category of private tutors – preferences of students
- Nature of support provided by school teachers and private tutors

A survey was conducted in 346 schools which included 240 primary, 67 upper primary with secondary and 39 higher secondary schools. The selected classes for primary, upper primary, secondary & higher secondary levels are class-IV, VII, IX & XI respectively. In case of secondary schools having upper primary sections, students of both the classes –VII & IX were brought under the purview of the survey. Similarly, for higher secondary school having secondary and upper primary sections, students of the classes VII, IX & XI were brought under the purview of survey. In each class 10 students were selected, of which 5 students were high achievers and 5 were low achievers in the school level assessments.

Table - 9.1

Class wise distribution of surveyed students

Class	Total no. of surveyed students
IV	2185
VII	960
IX	979
XI	346
Total	4470

The information obtained from the respondents was organized and primary and secondary tables were prepared using Structured Query Language (SQL). Analyses of the secondary tables were then carried out for observing the implications of private tuition.

9.1 Occupational pattern of parents:

Table - 9.2

Percentage distribution of occupations of the parents of the surveyed students

Occupation	Percentage of	
	Father	Mother
Cultivation	30.59	4.24
Service	16.09	4.09
Business	23.27	1.16
Daily Labour	19.70	6.37
Household Work	1.55	77.63
Others	6.30	3.91
NR	2.50	2.61

The above table gives the occupational pattern of the parents as collected from the responses of the surveyed students. It is seen from the table that the major occupations of fathers are cultivation, business, daily labour and service while the majority of the mothers are occupied in household work.

9.2 Research of private tuition among students at different stages

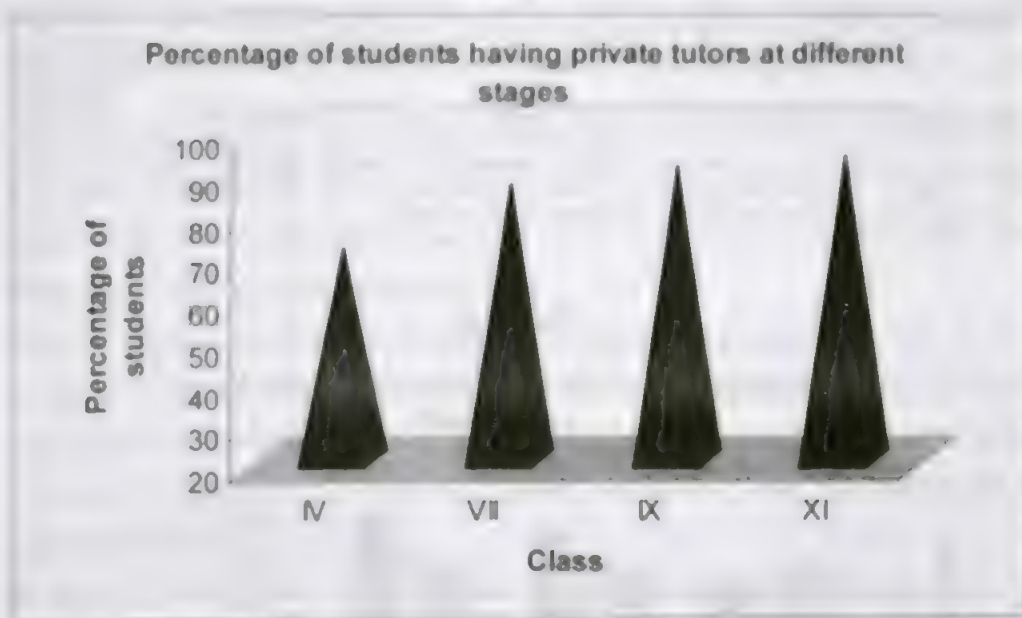
Table - 9.3

Percentage distribution of surveyed students having private tutors

Class	Percentage of students having private tutor
IV	71.17
VII	86.36
IX	90.91
XI	93.25

From Table - 9.3 we can have an idea about the percentage of students at different stages who receive private tuition. It is seen from the table that the tendency of taking private tuition by the students is steadily increasing from primary to higher secondary stage.

Fig. - 9.1



9.3 Subjects for which private tuition is received

Table -9.4

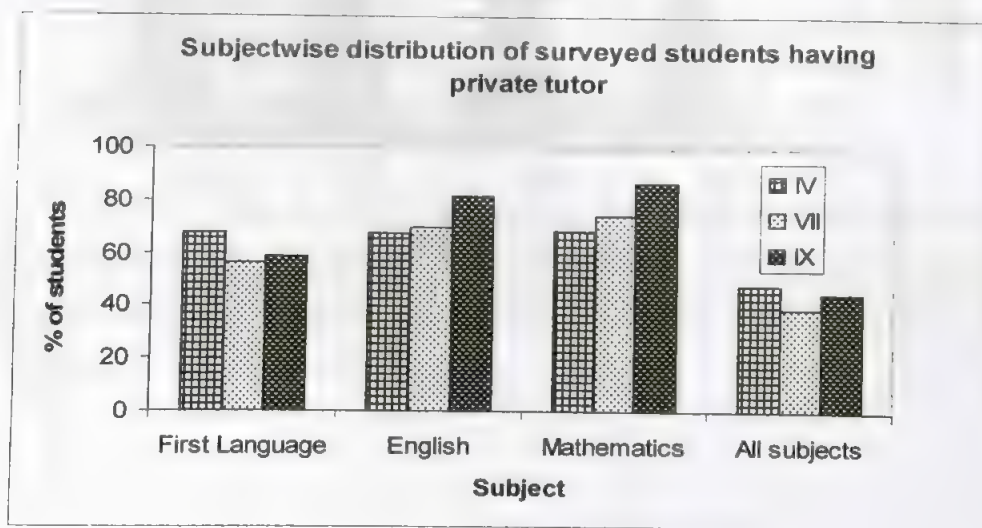
Subject wise distribution of surveyed students having private tutor

Class	% of students having private tutor								
	First Lang.	English	Mathematics	P. Sc.	L. Sc.	History	Geography	Sanskrit	All Subjects
IV	67.60	67.23	68.43	62.45		63.09	62.82	-	47.81
VII	56.03	70.04	74.78	66.81	66.16	59.27	59.81	46.92	39.00
IX	58.63	81.79	87.16	78.74	73.58	55.89	58.32	-	45.05

As evident from Table No 9.4, more students are depending on private tutors in subjects like English, Mathematics & Science and the trend of such dependence increases from class-IV to class-IX.

It, therefore, indicates that teaching- learning of these subjects needs to be reviewed, which may require appropriate orientation of teachers. The West Bengal Board of Primary Education, West Bengal Board of Secondary Education and the SCERT, West Bengal have initiated programmes for teachers so that activity based teaching-learning in these subjects are conducted in the class rooms. It may be expected that as a result of the improved pedagogical processes being promoted through Activity Based Teaching Learning, dependence on private tuition will be reversed.

Fig. – 9.2



9.4 Number of private tutor(s) per student

Table -9.5

Percentage distribution of students according to the number of private tutor(s) in the surveyed students.

Number of private tutor(s)	% of respondents of receiving private tuition			
	Class-IV	Class-VII	Class-IX	Class-XI
1	90.22	59.69	35.28	15.52
2	7.42	29.49	38.37	23.88
3	0.83	7.29	13.34	11.04
4	0.64	1.76	5.62	15.82
More than 4	0.89	1.77	7.38	33.74

The percentage of students having a particular number of private tutors(s) can be seen from Table - 9.5.

From the above table it is apparent that a single private tutor coaches nearly all subjects to a student of primary level. In upper primary level it is seen that mostly a single private tutor coaches almost all subjects though in about 30 % cases it has been found that children take coaching from two private tutors.

From the distribution of number of secondary students taking coaching from 1, 2 and 3 private tutors it is seen that most (38.37%) students take tuition from two teachers and a considerable fraction gets coached by three tutors. The tendency of taking private tuition in respective subjects (like English, Mathematics, Science etc.) may have contributed to such a distribution.

At higher secondary level it has been found that most of the children take coaching from more than four private tutors and it is also found from other tools in our survey that in spite of the restrictions of the Boards/ Councils, some regular teachers of schools are offering private coaching and such practices are seen to be prominent at the H.S. level. This should be a cause of concern, because a regular teacher when engaged in private

coaching will not have enough time and energy available in planning his/ her lessons in the school to make the lessons attractive for the students.

9.5 Number of days per week spent by the students in receiving private tuition

Table - 9.6

Percentage distribution of students (who take private tuition) according to the number of days spent in a week in taking Private Tuition

Number of days	% of respondents receiving private tuition			
	Class-IV	Class-VII	Class-IX	Class-XI
1	0.39	0.61	0.57	0.94
2	0.59	0.85	2.63	7.19
3	1.64	13.19	17.96	10.94
4	7.79	19.54	16.02	13.75
5	29.65	24.42	14.99	20.31
6	48.30	29.43	31.92	25.63
7	11.65	11.97	15.90	21.25

Table - 9.6 tells us about the number of days in a week on which students are engaged in receiving private tuition. In case of primary most of the students go for private tuition 5-6 days in a week. At other levels, maximum students go for private tuition 3-7 days in a week.

9.6 Place where private tuition is taken by the students.

Table - 9.7

Percentage distribution of students according to the place of Private Tuition

Place	% of respondents of receiving private tuition			
	Class-IV	Class-VII	Class-IX	Class-XI
Tutor's Home	71.72	56.84	56.53	62.50
Student's Home	11.13	16.05	11.59	4.17
Coaching Centre	4.98	14.74	18.17	23.81
Other Place	12.17	12.37	13.71	9.52

From the above table it is seen that at all levels most of the students take private tuition at tutor's home. The tendency of taking private tuition in coaching centre seems to be

increasing from primary to higher secondary levels. Thus it appears private tuitions have become almost an essential part in the lives of many of our children and the Tutor's Residence is becoming the "centre for alternative education". It is not known what is delivered better at someone's residence than in a school! It is thus a phenomenon, parents tend to ignore!

9.7 (a) Different time periods of the day spent in private tuition by the students on a certain number of days in a week.

Table - 9. 8

Percentage distribution of students (who take private tuition) according to the number of morning/evening/afternoon(s) spent in a week in taking Private Tuition.

No. of day(s) in a week	% of respondents of receiving private tuition											
	Class-IV			Class-VII			Class-IX			Class-XI		
	Morning	Afternoon	Evening	Morning	Afternoon	Evening	Morning	Afternoon	Evening	Morning	Afternoon	Evening
0 *	28.74	66.53	70.65	13.73	59.21	58.30	11.30	49.60	50.29	5.35	27.81	46.98
1	1.97	2.15	1.01	6.32	9.71	6.27	4.41	13.76	6.40	8.18	19.06	11.75
2	3.81	3.83	2.43	12.03	10.44	7.26	12.09	13.64	11.66	12.89	15.31	15.87
3	5.45	2.49	2.77	22.48	9.58	9.23	27.80	14.10	14.51	21.70	17.50	12.70
4	3.94	3.29	1.42	13.00	3.93	4.43	14.58	4.05	5.83	20.13	9.38	7.94
5	16.54	8.20	3.91	13.49	4.18	6.77	9.49	2.20	4.69	16.04	5.94	2.22
6	31.30	11.02	13.77	14.09	2.21	6.03	13.67	2.20	4.57	9.75	2.81	0.95
7	8.27	2.49	4.05	4.86	0.74	1.72	6.67	0.46	2.06	5.97	2.19	1.59

* 0 indicate that students do not go for private tuition during that time period.

The tendency of taking private tuition in the morning seems to be increasing from higher secondary to primary levels. At primary level most of the students go for private tuition in the morning for 5 to 6 days in a week. Mostly it is seen from the data that very few students take private tuition on all the 7 days or a single day in a week.

The tendency of taking private tuition in the afternoon seems to be decreasing from higher secondary to primary levels. At primary level most of the students do not go for private tuition in the afternoon probably because some of them have opportunity to play and forget about tuitions.

The tendency of taking private tuition in the evening seems to increase from primary to higher secondary level.

9.7(b) Utilization of study hours

In order to ascertain whether study hours are better utilized by the students in the morning, afternoon or in the evening with or without the assistance of private tutors, a two-sample t-test was conducted.

We assume that the time (in hours) spent in the morning by the students of class-IV in West Bengal when they go for private tuition is a normal variable having unknown mean and variance. Also we assume that the time (in hours) spent in the morning by the students of class-IV in West Bengal when they study on their own is another normal variable having unknown mean and variance.

Here we intended to test the null hypothesis $H_0 : \mu_1 = \mu_2$ against the alternative hypothesis $H_1 : \mu_1 > \mu_2$ at 5 % level of significance.

Where μ_1 is the mean time (in hours) spent in the morning by the students of class-IV in West Bengal when they go for private tuition and μ_2 is the mean time (in hours) spent in the morning by the students of class-IV in West Bengal when they study on their own.

We assume that the populations are independent and homoscedastic (having equal variance). Here the test statistic follows t-distribution with $n_1 + n_2 - 2$ degrees of freedom (d.f) under H_0 , where n_1 and n_2 are the respective sample sizes.

The t-tests were conducted for different sessions (e.g. morning, afternoon, evening) and for different classes. The results of the aforesaid tests are given below:

Two-sample t-test on IV_PT_MORNING_1 Grouped by IV_PT_SELF_MORNING_1\$ vs
Alternative = 'greater than'

GROUP	N	Mean	Standard Deviation
Private tuition	1,024	2.206	0.582
Self studies	277	2.062	0.660

Separate Variance

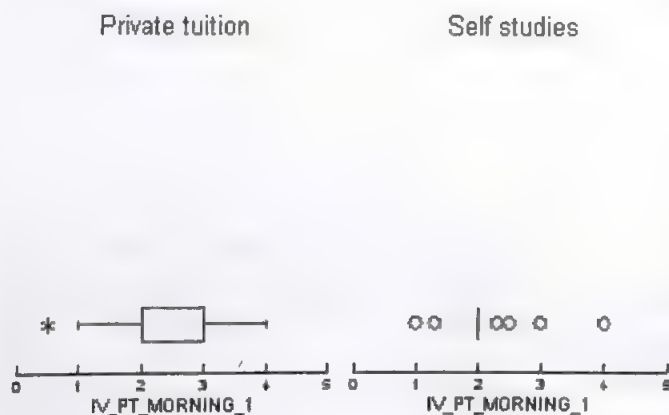
Difference in Means : 0.144
95.00% Confidence Bound : 0.072
t : 3.310
df : 399.344
p-value : 0.001

Pooled Variance

Difference in Means : 0.144
95.00% Confidence Bound : 0.078
t : 3.559
df : 1,299.000
p-value : 0.000

Since p-value (0.000) < 0.05, the level of significance, we reject the null hypothesis (H_0) at 5 % level of significance in favour of alternative hypothesis H_1 and conclude that students of class-IV are spending more time in studies when they are engaged in private tuition in the morning session.

▼ Box Plot



Two-sample t-test on IV_PT_AFTERNOON_1 Grouped by IV_PT_SELF_AFTERNOON_1\$ vs
Alternative = 'greater than'

GROUP	N	Mean	Standard Deviation
Private tuition	477	2.040	0.561
Self studies	277	1.992	0.714

Separate Variance

Difference in Means : 0.048
95.00% Confidence Bound : -0.034
t : 0.959
df : 473.684
p-value : 0.169

Pooled Variance

Difference in Means : 0.048
95.00% Confidence Bound : -0.029
t : 1.022
df : 752.000
p-value : 0.154

Since p-value (0.154) > 0.05, the level of significance, so we cannot reject the null hypothesis (H_0) at 5 % level of significance in favour of alternative H_1 and we conclude that there is not enough evidence to support that students of class-IV are spending more time in studies when they are engaged in private tuition in the afternoon session.

▼ Box Plot

Private tuition

Self studies



Two-sample t-test on IV_PT_EVENING_1 Grouped by IV_PT_SELF_EVENING_1\$ vs
Alternative = 'greater than'

GROUP	N	Mean	Standard Deviation
Private tuition	429	2.196	0.599
Self studies	298	2.108	0.729

Separate Variance

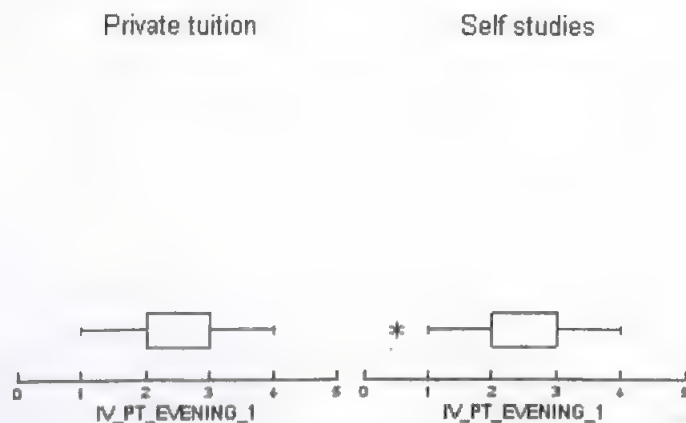
Difference in Means : 0.087
95.00% Confidence Bound : 0.003
t : 1.707
df : 555.817
p-value : 0.044

Pooled Variance

Difference in Means : 0.087
95.00% Confidence Bound : 0.006
t : 1.768
df : 725.000
p-value : 0.039

Since p-value (0.039) < 0.05, the level of significance, we reject the null hypothesis (H_0) at 5 % level of significance in favour of alternative H_1 and conclude that students of class-IV are spending more time in studies when they are engaged in private tuition in the evening session.

▼ Box Plot



Two-sample t-test on VII_PT_MORNING_1 Grouped by VII_PT_SELF_MORNING_1\$ vs
Alternative = 'greater than'

GROUP	N	Mean	Standard Deviation
Private tuition	684	2.286	0.583
Self studies	79	2.241	0.598

Separate Variance

Difference in Means : 0.046
95.00% Confidence Bound : -0.072
t : 0.645
df : 95.888
p-value : 0.260

Pooled Variance

Difference in Means : 0.046
95.00% Confidence Bound : -0.069
t : 0.659
df : 761.000
p-value : 0.255

Since p-value (0.255) > 0.05, the level of significance, so we cannot reject the null hypothesis (H_0) at 5 % level of significance in favour of alternative H_1 and we conclude that there is not enough evidence to support that students of class-VII are spending more time in studies when they are engaged in private tuition in the morning session.

▼ Box Plot

Private tuition

Self studies



Two-sample t-test on VII_PT_AFTERNOON_1 Grouped by VII_PT_SELF_AFTERNOON_1\$ vs
Alternative = 'greater than'

GROUP	N	Mean	Standard Deviation
Private tuition	341	2.160	0.586
Self studies	79	1.962	0.850

Separate Variance

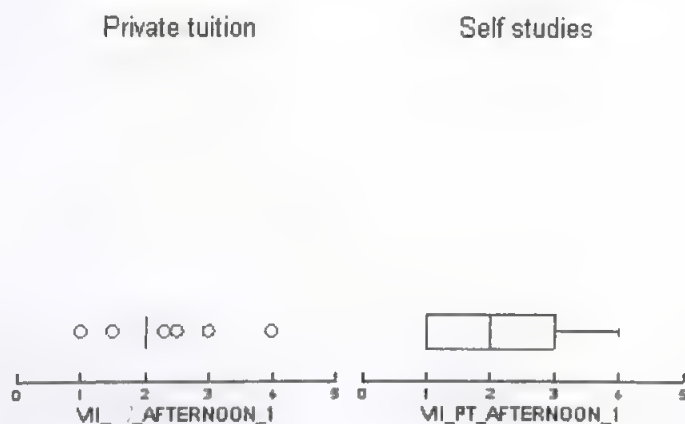
Difference in Means : 0.198
95.00% Confidence Bound : 0.030
t : 1.960
df : 95.860
p-value : 0.026

Pooled Variance

Difference in Means : 0.198
95.00% Confidence Bound : 0.065
t : 2.457
df : 418.000
p-value : 0.007

Since p-value (0.007) < 0.05, the level of significance, we reject the null hypothesis (H_0) at 5 % level of significance in favour of alternative H_1 and conclude that students class-VII are spending more time in studies when they are engaged in private tuition in the afternoon session.

▼ Box Plot



Two-sample t-test on VII PT EVENING 1 Grouped by VII PT SELF EVENING 1\$ vs
Alternative = 'greater than'

GROUP	N	Mean	Standard Deviation
Private tuition	321	2.299	0.683
Self studies	79	2.839	0.903

Separate Variance

Difference in Means : -0.540
95.00% Confidence Bound : -0.720
t : -4.980
df : 101.044
p-value : 1.000

Pooled Variance

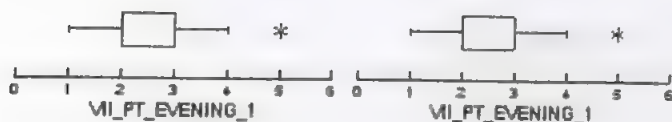
Difference in Means : -0.540
95.00% Confidence Bound : -0.692
t : -5.881
df : 398.000
p-value : 1.000

Since p-value (1.00) > 0.05, the level of significance, so we cannot reject the null hypothesis (H_0) at 5 % level of significance in favour of alternative H_1 and we conclude that there is not enough evidence to support that students of class-VII are spending more time in studies when they are engaged in private tuition in the evening session.

▼ Box Plot

Private tuition

Self studies



Two-sample t-test on IX_PT MORNING_1 Grouped by IX_PT SELF MORNING 1\$ vs
Alternative = 'greater than'

GROUP	N	Mean	Standard Deviation
Private tuition	766	2.259	0.996
Self studies	59	2.276	0.768

Separate Variance

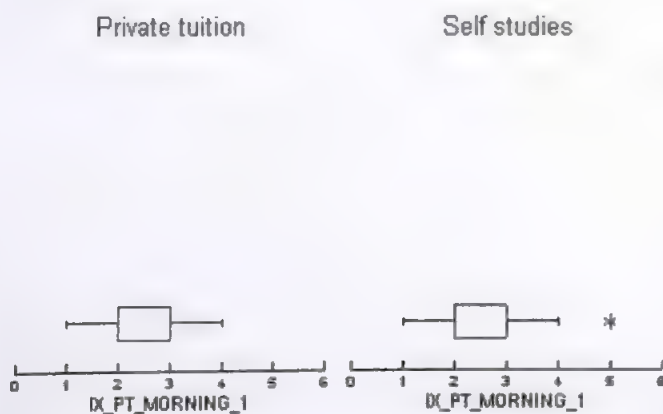
Difference in Means : -0.018
95.00% Confidence Bound : -0.189
t : -0.176
df : 63.507
p-value : 0.570

Pooled Variance

Difference in Means : -0.018
95.00% Confidence Bound : -0.154
t : -0.219
df : 823.000
p-value : 0.587

Since p-value (0.587) > 0.05, the level of significance, so we cannot reject the null hypothesis (H_0) at 5 % level of significance in favour of alternative H_1 and we conclude that there is not enough evidence to support that students of class-IX are spending more time in studies when they are engaged in private tuition in the morning session.

▼ Box Plot



Two-sample t-test on IX_PT_AFTERNOON_1 Grouped by IX_PT_SELF_AFTERNOON_1\$ vs
Alternative = 'greater than'

GROUP	N	Mean	Standard Deviation
Private tuition	425	2.134	0.586
Self studies	36	1.417	0.806

Separate Variance

Difference in Means : 0.717
95.00% Confidence Bound : 0.485
t : 5.220
df : 38.193
p-value : 0.000

Pooled Variance

Difference in Means : 0.717
95.00% Confidence Bound : 0.544
t : 6.823
df : 459.000
p-value : 0.000

Since p-value (0.000) < 0.05, the level of significance, we reject the null hypothesis (H_0) at 5 % level of significance in favour of alternative H_1 and conclude that students of class-IX are spending more time in studies when they are engaged in private tuition in the afternoon session.

▼ Box Plot

Private tuition

Self studies



Two-sample t-test on IX_PT_EVENING_1 Grouped by IX_PT_SELF_EVENING_1\$ vs
Alternative = 'greater than'

GROUP	N	Mean	Standard Deviation
Private tuition	428	2.334	0.755
Self studies	58	3.259	0.947

Separate Variance

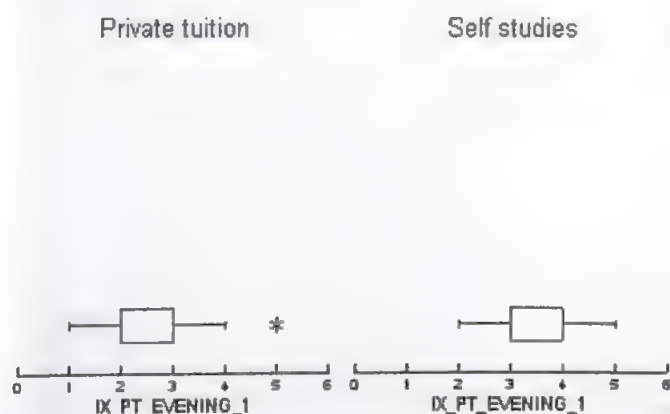
Difference in Means : -0.925
95.00% Confidence Bound : -1.141
t : -7.134
df : 67.167
p-value : 1.000

Pooled Variance

Difference in Means : -0.925
95.00% Confidence Bound : -1.104
t : -8.473
df : 484.000
p-value : 1.000

Since p-value (1.00) > 0.05, the level of significance, so we cannot reject the null hypothesis (H_0) at 5 % level of significance in favour of alternative H_1 and we conclude that there is not enough evidence to support that students of class-LX are spending more time in studies when they are engaged in private tuition in the evening session.

▼ Box Plot



Two-sample t test on XI_PT_MORNING_1 Grouped by XI_PT_SELF_MORNING_1\$ vs
Alternative = greater than

GROUP	N	Mean	Standard Deviation
Private tuition	243	2.184	0.880
Self studies	18	2.278	0.791

Separate Variance

Difference in Means : -0.104
95.00% Confidence Bound : -0.417
t : -0.889
df : 19.318
p-value : 0.180

Pooled Variance

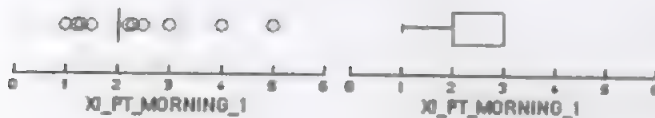
Difference in Means : -0.104
95.00% Confidence Bound : -0.417
t : -0.889
df : 19.318
p-value : 0.180

Since p-value (0.806) > 0.05, the level of significance, so we cannot reject the null hypothesis (H_0) at 5 % level of significance in favour of alternative H_1 and we conclude that there is not enough evidence to support that students of class-XI are spending more time in studies when they are engaged in private tuition in the morning session.

▼ Box Plot

Private tuition

Self studies



Two-sample t test on XI_FT_AFTERNOON_1 Grouped by XI_FT_SELF_AFTERNOON_1 vs Alternative = "greater than"

Group	N	Mean	Standard Deviation
Private tuition	12	2.167	0.813
Self studies	13	1.462	0.740

Assuming Equal Variances

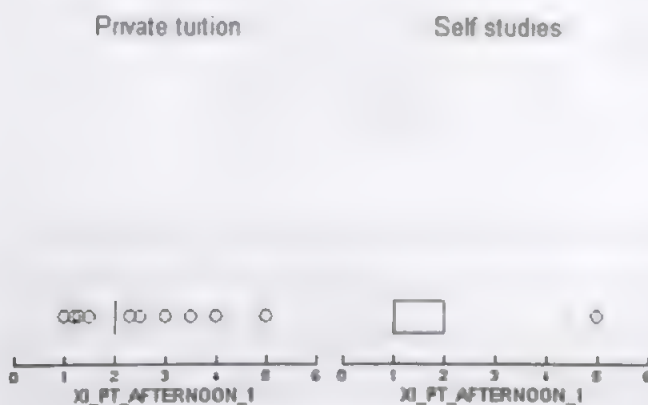
Difference in Means	: 0.705
95.0% Confidence Interval	: 0.169
t	: 2.124
df	: 23.000
p-value	: 0.014

Assuming Unequal Variances

Difference in Means	: 0.705
95.0% Confidence Interval	: 0.214
t	: 2.119
df	: 21.000
p-value	: 0.019

Since p-value (0.000) < 0.05, the level of significance, we reject the null hypothesis (H_0) at 5 % level of significance in favour of alternative H_1 and conclude that students of class-XI are spending more time in studies when they are engaged in private tuition in the afternoon session.

▼ Box Plot



Two-sample t-test on XI_PT_EVENING_1 Grouped by XI_PT_SELF_EVENING_1\$ vs
Alternative = 'greater than'

GROUP	N	Mean	Standard Deviation
Private tuition	162	2.222	0.739
Self studies	18	3.194	1.177

Separate Variance

Difference in Means : -0.972
95.00% Confidence Bound : -1.463
t : -3.429
df : 18.518
p-value : 0.999

Pooled Variance

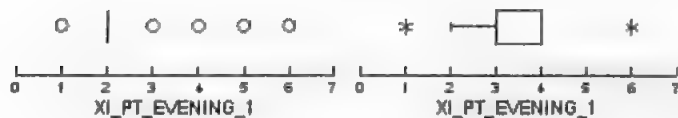
Difference in Means : -0.972
95.00% Confidence Bound : -1.297
t : -4.943
df : 178.000
p-value : 1.000

Since p-value (1.00) > 0.05, the level of significance, so we cannot reject the null hypothesis (H_0) at 5 % level of significance in favour of alternative H_1 and we conclude that there is not enough evidence to support that students of class-XI are spending more time in studies when they are engaged in private tuition in the evening session.

▼ Box Plot

Private tuition

Self studies



9.8 Students who do not like private tuition at a particular time of the day

Table -9.9

Percentage distribution of Students who do not like to go to the private tuition at a particular time of the day.

Class	Percentage of Students who do not like to go to the private tuition		
	Morning	Afternoon	Evening
Class-IV	15.33	69.34	15.33
Class-VII	12.71	74.59	12.71
Class-IX	14.65	70.70	14.65
Class-XI	17.74	64.53	17.74

In all levels it is seen that most of the students do not like to take private tuition in the afternoon.

9.9 Time spent by the students for playing games

Table -9.10

Percentage distribution of Students who play in the afternoon

Class	Percentage of Students who play in the afternoon
Class-IV	83.25
Class-VII	76.40
Class-IX	69.03
Class-XI	63.07

The tendency of children playing in the afternoon seems to be decreasing from primary to higher secondary level. Though most of the children in the primary section are found to spend their afternoon in play fields, this percentage is quite small in case of higher secondary students.

It is, therefore, apparent that in the adolescence period, our students are forced to attend a coaching centre in the afternoon, when they should have been in the playground! Deficiencies in the school that may cause dependence on private tuition have to be addressed. With the establishment of school complex as proposed by Kothari Commission, some of the challenges of individual institutions may be addressed.

Table - 9.11

Percentage distribution of students according to the number of hours in a day for playing

games

Number of hours	No. of hours for playing games			
	Class-IV	Class-VII	Class-IX	Class-XI
1	40.12	52.88	53.76	45.77
2	44.23	35.50	38.09	44.23
3	11.67	8.32	5.89	8.58
More than 3	4.57	3.58	2.17	1.92

Most of the students at all levels who play in the afternoon, spend about 1-2 hrs in playing.

9.10 Reasons for availing private tuition

Table - 9.12

Percentage of students in respect of most important reasons for taking private tuition

	Reasons for taking private tuition	% of students opting as				
		First Priority	Second Priority	Third Priority	Fourth Priority	Fifth Priority
1	The private tutors help the students for doing their home task	20.84	8.68	7.67	10.46	18.92
2	Students can express their difficulties in understanding and can ask questions easily to the private tutors	36.54	20.28	7.56	6.68	7.37
3	There is nobody in the house of the students to help in their studies	19.80	18.90	11.25	5.25	4.44
4	It is easier for one to score high marks in the examination if one takes tuition from private tutors	9.15	22.71	19.76	11.92	7.84
5	It becomes difficult for the students to understand lessons given by the class teacher because of the overcrowded classroom	2.44	7.63	13.38	9.17	7.75
6	Private tutors do not give	0.55	2.15	4.42	5.65	4.35

Reasons for taking private tuition						
1	Understanding of the concepts & general nature of the subject is better through private tuition as the teachers explain it	5.61	8.71	17.44	19.32	12.19
2	Some friends of the students at the locality go to private tutors, so students also like to go to	1.21	2.09	4.78	9.11	9.73
3	Private tutors concentrate more on the probable questions for the examinations	3.73	8.78	13.66	22.36	27.77
10	It helps you in doing better in the entrance examinations (like home entrance, IIT as well as in examinations for admission to good schools)	0.14	0.08	0.08	0.06	0.16

The major reasons of taking private tuition as reported by the students are

- Private tutors help the students for doing home tasks
- Students can express their difficulties in understanding and can ask question easily to the private tutors
- There is nobody in the house of the students to help in their studies
- Examination related issues (i.e. to score high marks in the examinations, ensure better results, for suggesting probable question for the examinations)

The analysis presented above reveals that the students are approaching the private tutors to seek some kind of support, some of which are arising out of the practice of giving 'home task' in school, some are due to the emphasis on securing better 'marks' in examination, some arises due to the failure in understanding a 'concept' in class and some are due to lack of support at home and in school. All of them call for better implementation of evaluation process, focusing on all-round development of children, children friendly pedagogical practices which emphasis more class room activities rather than insistence upon 'home work'. Often the teacher assumes that the 'syllabus' transacted is equal to the 'concepts' learned by the students and are often measured through scholastic tests alone – such assumptions and actions need to be changed. Hence, a new direction in teacher education may be necessary.

9.11 Number of students studying together in private tuition.

Table - 9.13

Percentage distribution of students according to the number of students in a group being guided by private tutor

Number of Students in a group	Percentage of students in			
	Class-IV	Class-VII	Class-IX	Class-XI
2 – 10	63.96	59.57	43.24	21.19
11 – 20	26.49	33.11	41.25	44.44
21 – 30	5.38	4.65	11.87	23.15
More than 30	4.16	2.66	3.64	10.49

It has been found from the distribution of the data that the tendency of students attending coaching class in a group of 2-10 is more pronounced in case of primary, upper primary and secondary students. Among these are the tendency of attending coaching classes is found to be gradually decreasing from primary to secondary classes.

In the higher secondary level it is seen that most of the students who take private tuition in a group do so in batches of 11 – 20 students. Many students also take private tuition in batches of 21 – 30 students. Thus crowded coaching classes at the residence of a tutor/ coaching centre do not seem to be an impediment in case of private tutoring!

It may not be out of place to note here that the Students Classroom Ratio (SCR) in primary, Upper Primary & Secondary levels of the surveyed schools are 32, 85 & 86 respectively and also the SCR in higher secondary schools is found to be higher in sampled cases.

9.12 Students studying in groups of same or different schools for taking private tuition

Table -9.14

Percentage distribution of Students studying in groups of same or different schools for taking private tuition.

Class	Percentage of Students belonging to	
	Same Schools	Different Schools
Class-IV	33.54	66.46
Class-VII	38.43	61.57
Class-IX	32.91	67.09
Class-XI	20.68	79.32

In all levels most of the students studying in groups of different schools for taking private tuition.

9.13 Category of private tutor

Table - 9.15

Students opinion on categorization of private tutors (in %)

Sl. No.	Category of Private Tutors	Student opinion in			
		Class-IV	Class-VII	Class-IX	Class-XI
1	School teachers	5.37	15.73	23.71	33.66
2	Para teachers	3.67	10.84	11.21	9.21
3	Part-time teachers of college	1.86	1.56	1.49	2.77
4	Service holders	3.51	8.65	7.36	8.02
5	Retired persons	4.52	5.10	6.11	6.04
6	Only private tutors	64.04	47.70	43.34	34.16
7	Businessmen or otherwise occupied	17.03	10.12	5.15	4.46
8	College teachers	-----	-----	1.64	1.68

The tendency of taking private tuition from school teachers gradually increases from primary to higher secondary level while the tendency of taking private tuition from persons who are only tutors (not engaged in other profession) gradually decreases from primary to higher secondary level although most of the students take private tuition from the latter category at all stages.

The data collected from students reveal 5.37 % students in class-IV take private tuition from their regular teachers, whereas 23.71 % of class –IX and 33.66% of class-XI students take private tuition from their regular school teachers (cause of concern).

9.14 Nature of support provided by school teachers/private tutors

Table - 9.16

**Students opinion on nature of support provided by their school teachers/private tutors
(in %)**

Sl. No.	Nature of support provided by school teachers/private tutors	% of positive opinion students in class			
		Class-IV	Class-VII	Class-IX	Class-XI
1	Teachers taking help of activity based methods in transacting lessons	50.9	22.0	20.0	5.7
2	Private tutors teaching lesson through different activities	37.7	22.7	28.9	9.8
3	Teachers help in making TLMs	50.4	20.9	20.8	6.5
4	Private tutors help in making TLMs	32.3	25.4	30.7	11.1

It is found from the table that the tendency of applying different methods in teaching methodology decreases from primary higher secondary levels for both school and private classes. Again, tendency to use activity based methods and TLMs is less in private classes at primary stage, but is better in private classes at all other stages.

It is interesting to note that children seem to appreciate the meaning of activities in the process of learning as well as use of TLM and they mention only in few instances such methods are followed by the teachers in school or the tutors in a coaching class. This is corroborated from the observation of guardians and community members too. Hence, it can be concluded that the perceived deficiency of the process of schooling is to some extent embedded in the pedagogical processes followed in school.

9.15 Different competencies of students in schools and private coaching classes

Table - 9.17

Comparison of attainment of different competencies of students in schools and private coaching classes

Class	% of students able to understand Mathematics		% of students able to understand spelling of Bengali words as taught		% of students able to understand spelling of English words as taught		% of students speak in English	
	in School	in Coaching Class	in School	in Coaching Class	in School	in Coaching Class	in School	in Coaching Class
IV	88	93	94	94	78	83	56	58
VII	88	97	96	93	88	92	69	73
IX	83	94	94	90	86	90	65	72
XI	53	67	93	86	88	93	59	71

Where teaching of Mathematics in schools and coaching classes was compared, it was seen that it is better in coaching classes at all levels.

When ability to understand spelling of Bengali words as taught in schools and coaching classes was compared it was found that it is better in school.

In case of English words as taught in schools and coaching classes it was found that it is better in coaching classes at all levels.

More students were found to speak in English in coaching classes than in schools at all levels.

These are important observations made by the students in the study and appropriate remedial measures must be ensured by the school authorities to address the problem.

9.16 SUMMARY OF THE CHAPTER

- The tendency of taking private tuition by the students steadily increases from primary (71.17%) to higher secondary stage (93.35%).
- Students depend on private tutors mainly in subjects like English, Mathematics & Science and the trend of such dependence increases from class-IV to class-IX.
- A single private tutor coaches nearly all subjects to a student of primary level. In upper primary level also it is seen that mostly a single private tutor coaches almost all subjects though in about 30 % cases it has been found that children take coaching from two private tutors.
- At secondary level students most of the students take tuition from two teachers.
- At higher secondary level it has been found that most of the children take coaching from more than four private tutors.
- In case of primary most of the students go for private tuition 5-6 days in a week. At other levels, maximum students go for private tuition 3-7 days in a week.
- At all levels most of the students take private tuition at tutor's home. The tendency of taking private tuition in coaching centre seems to increase from primary to higher secondary levels.
- The tendency of taking private tuition in the morning seems to be increasing from higher secondary to primary levels. At primary level most of the students go for private tuition in the morning for 5 to 6 days in a week.
- The tendency of taking private tuition in the afternoon seems to be decreasing from higher secondary to primary levels. At primary level most of the students do not go for private tuition in the afternoon.
- The tendency of taking private tuition in the evening seems to increase from primary to higher secondary level.
- In all levels it is seen that most of the students do not like to take private tuition in the afternoon.

- The tendency of children playing in the afternoon seems to be decreasing from primary to higher secondary level.
- Among the students in all levels who are found to be playing in the afternoon most of them spend about 1-2 hrs in playing.
- The major reasons of taking private tuition of the students are: (i) Private tutors help the students for doing home tasks. (ii) Students can express their difficulties in understanding and can ask questions easily to the private tutors. (iii) There is nobody in the house of the students to help in their studies and (iv) Examination related issues (i.e. to score high marks in the examinations, ensure better results, for suggesting probable question for the examinations).
- The tendency of students attending coaching class in a group of 2-10 is more pronounced in case of primary, upper primary and secondary students.
- In the higher secondary level it is seen that most of the students who take private tuition in a group do so in batches of 11 – 20 students.
- In all levels most of the students study in groups of different schools for taking private tuition.
- The tendency of taking private tuition from school teachers gradually increases from primary to higher secondary level while the tendency of taking private tuition from persons who are only tutors (not engaged in other profession) gradually decreases from primary to higher secondary level.
- The tendency of applying different methods in teaching methodology decreases from primary to higher secondary levels for both school and private classes. Again, tendency to use activity based methods and TLMs is less in private classes at primary stage, but is greater in private classes at all other stages.
- When responses of students regarding teaching of Mathematics in schools and coaching classes were analysed, it was seen that Mathematics is taught better in coaching classes at all the levels.
- When ability to understand spelling of Bengali words as taught in schools and coaching classes was compared on the basis of students' responses, it was found to be better in schools.

- In case of spellings of English words as taught in schools and coaching classes, it was seen that it is better in coaching classes at all levels.
- More students were found to speak in English in the coaching classes than in the schools at all levels.

CHAPTER-10

EFFECT OF PRIVATE TUITION ON ACHIEVEMENT OF STUDENTS

In order to find out whether any correlation exists between achievement of students and their taking private tuition, State Council of Educational Research and Training, West Bengal, had designed a tool “PT-7” for recording the subject-wise achievements of students of classes IV, VII, IX, XI in their latest assessment. Ten students of each class were selected for the purpose, the selection being done by the surveyors with the help of the Head teacher / class teacher. As per the guidelines provided by SCERT (WB), the surveyors selected five students from the top and five from the bottom on the basis of their last achievement scores. Of the five from top, three girls and two boys were selected in case of co-educational schools. The same proportion was also applied for selection of five students from the bottom of the same list.

In the process, achievement scores of 4782 students were collected and the student list thus obtained was matched with that from PT-6 questionnaire meant for the students. After the matching of data it was found that out of 4782 students, 2816 students both from rural and urban areas received private tuition whereas 684 students did not. A database using MS-ACCESS was developed for entering the achievement scores of the students as obtained from seventeen districts under the survey.

The overall scores were sorted into three categories of achievers viz., high (above 60%), average (40% to 59%) and low (below 40%) by using Structured Query Language (SQL). Primary followed by Secondary tables were subsequently created for the convenience of arriving at definite conclusions related to the effect of private tuition on the academic achievements of the surveyed students.

A] OVERALL ACHIEVEMENT OF SURVEYED STUDENTS WITH AND WITHOUT PRIVATE TUITION

10.1 Achievement of surveyed class-IV students:

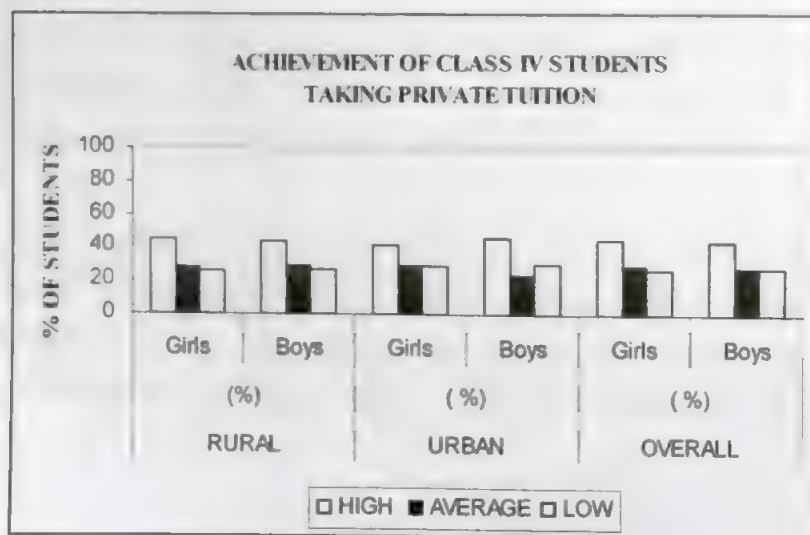
Following tables illustrate the achievement of the CLASS-IV students in the sample

Table-10.1

ACHIEVEMENT OF STUDENTS OF CLASS IV TAKING PRIVATE TUITION

CATEGORY OF ACHIEVERS	RURAL (%)		URBAN (%)		OVERALL (%)	
	Girls	Boys	Girls	Boys	Girls	Boys
HIGH (above 60%)	45.2	43.5	41.5	46.1	44.5	44.0
AVERAGE (40% to 59%)	28.6	29.1	29.0	23.1	28.7	28.1
LOW (below 40%)	26.1	27.3	29.6	30.8	26.8	28.0

Fig-10.1



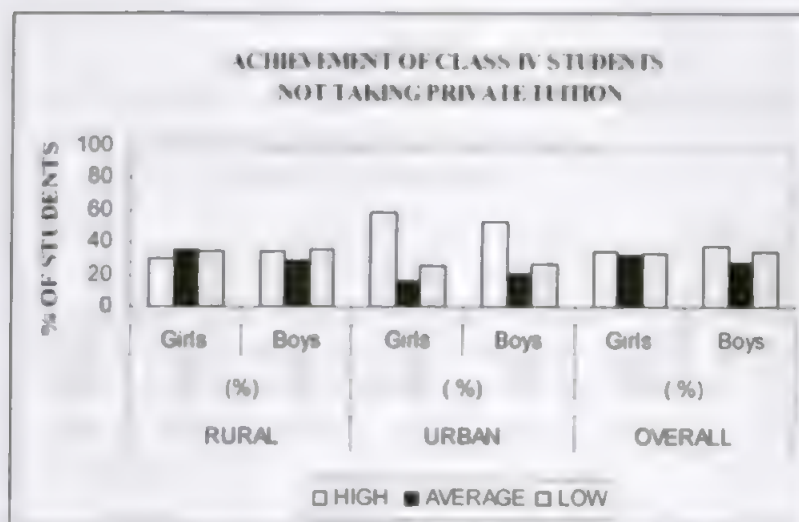
Above table shows that approximately 56% of students studying in class IV, who take tuition, are only average or even low achievers. It is also apparent that there is no significant difference in the achievements between the rural and the urban students as a result of private tuition (Fig.-10.1).

Table-10.2

ACHIEVEMENT OF STUDENTS OF CLASS IV NOT TAKING PRIVATE TUITION

CATEGORY OF ACHIEVERS	RURAL (%)		URBAN (%)		OVERALL (%)	
	Girls	Boys	Girls	Boys	Girls	Boys
HIGH (above 60%)	30.4	38.0	59.1	53.0	34.5	37.8
AVERAGE (40% to 59%)	38.4	29.0	18.9	20.5	32.6	27.6
LOW (below 40%)	34.2	36.1	25.0	26.5	32.9	34.6

Fig-10.2



Unlike the observation in Table No.10.1, urban primary students, studying in class IV and not taking private tuition, have shown better achievement than their rural counterparts. This may probably be due to the guidance provided by the urban parents who are academically more sound than their rural brethren. However, overall achievements of 62%-65% of primary students, not taking the help of private tutors, have been found to be average or low.

Irrespective of the fact that whether students take the help of private tuition or not, little difference is observed between overall achievements of boys and girls at the primary level (Fig.-10.2).

10.2 Achievement of surveyed class-VII students:

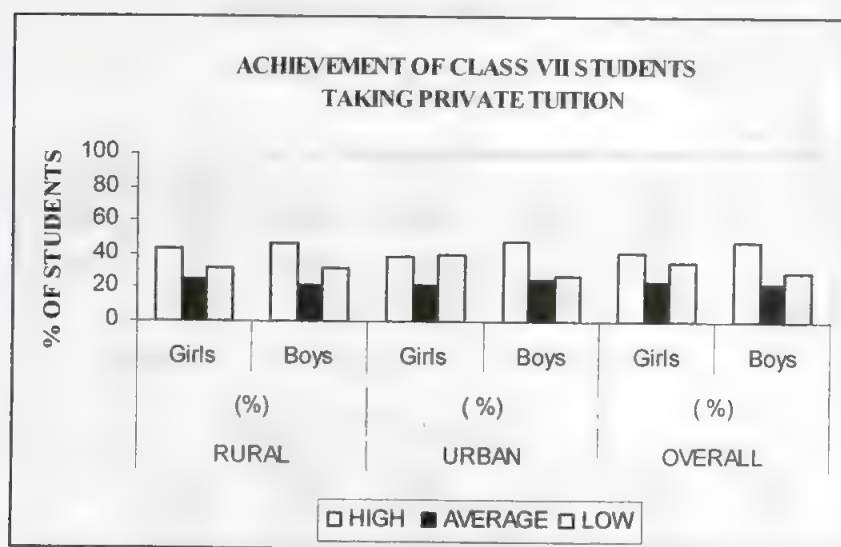
Following tables illustrate the achievement of the CLASS-VII students in the sample.

Table-10.3

ACHIEVEMENT OF STUDENTS OF CLASS VII TAKING PRIVATE TUITION

CATEGORY OF ACHIEVERS	RURAL (%)		URBAN (%)		OVERALL (%)	
	Girls	Boys	Girls	Boys	Girls	Boys
HIGH (above 60%)	43.4	46.5	38.1	48.1	41.0	47.2
AVERAGE (40% to 59%)	24.7	21.3	21.6	25.0	23.3	22.9
LOW (below 40%)	31.9	32.2	40.3	26.9	35.7	29.8

Fig-10.3



It is seen from the above table that 40.3% of *urban girls*, studying in class VII, have secured marks below 40% as against 48.1% of *urban boys* of the same class who have scored more than 60% marks. As far as rural area is concerned, achievements of *rural girl* students are found to be shade better than their urban counterparts. However, 52-59% of class VII students could not score more than average marks even after receiving extra support from the private tutors.

Table-10.4

ACHIEVEMENT OF STUDENTS OF CLASS VII NOT TAKING PRIVATE TUITION

CATEGORY OF ACHIEVERS	RURAL (%)		URBAN (%)		OVERALL (%)	
	Girls	Boys	Girls	Boys	Girls	Boys
HIGH (above 60%)	38.5	22.2	36.1	27.3	37.1	23.7
AVERAGE (40% to 59%)	27.0	26.0	22.2	27.3	24.2	26.3
LOW (below 40%)	35.0	51.8	41.6	45.4	38.7	50.0

Fig-10.4

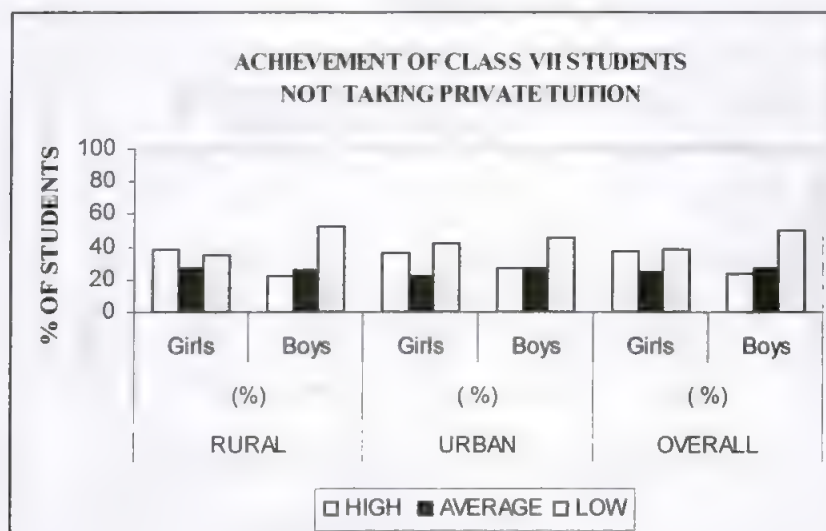


Table 10.4 shows that boys of class VII who do not receive private tuition (*rural* -51.8% and *urban* - 45.4%) are low achievers. As far as girl students are concerned, it is found that percentage of poor achievers has increased when girls do not receive the extra support of private tuition. Considering the overall achievement of class VII students who do not have private tutors, 63-76% of students could not score more than the average marks in the examination. Perhaps inadequate support received from the schools, home or the absence of the provision of supplementary private tutoring might be some of the factors responsible for such a scenario.

10.3 Achievement of surveyed class-IX students:

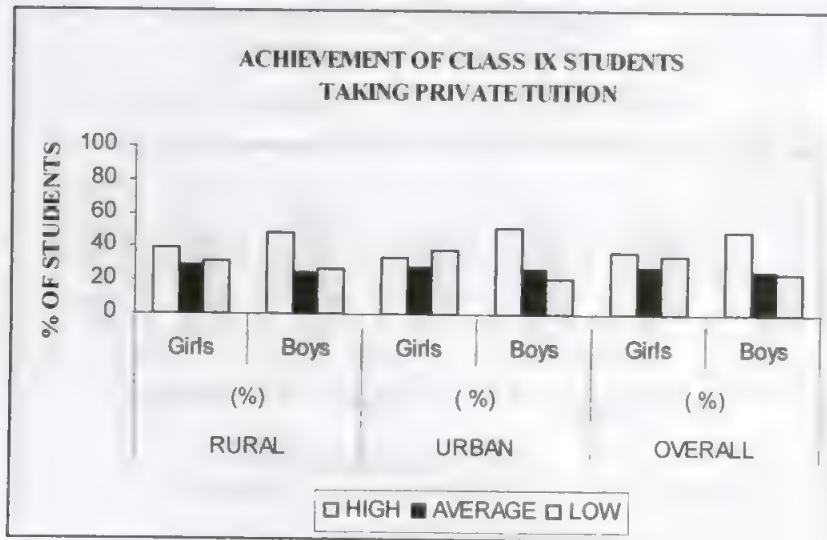
Following tables illustrate the achievement of the CLASS-IX students in the sample.

Table-10.5

ACHIEVEMENT OF STUDENTS OF CLASS IX TAKING PRIVATE TUITION

CATEGORY OF ACHIEVERS	RURAL (%)		URBAN (%)		OVERALL (%)	
	Girls	Boys	Girls	Boys	Girls	Boys
HIGH (above 60%)	39.5	48.3	33.8	51.9	37.03	49.9
AVERAGE (40% to 59%)	28.7	24.6	27.7	26.9	28.2	25.6
LOW (below 40%)	31.7	27.05	38.5	21.25	34.7	24.5

Fig-10.5



The above table depicts that greater percentage of boys, both from rural and urban areas have scored above 60%. Moreover, it is seen that for 62.9% of girls, overall achievement is below average as against those of 50.1% of class IX boys.

Table-10.6

ACHIEVEMENT OF STUDENTS OF CLASS IX NOT TAKING PRIVATE TUITION

CATEGORY OF ACHIEVERS	RURAL (%)		URBAN (%)		OVERALL (%)	
	Girls	Boys	Girls	Boys	Girls	Boys
HIGH (above 60%)	-	11.1	40.0	50.0	20.0	34.8
AVERAGE (40% to 59%)	40.0	22.2	20.0	14.3	30.0	17.4
LOW (below 40%)	60.0	66.6	40.0	35.7	50.0	47.8

Fig-10.6

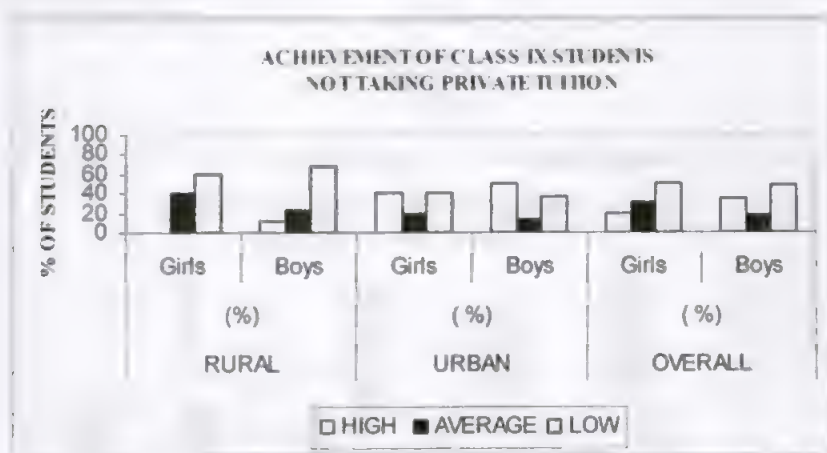


Table 10.6 points to the dismal achievement of *rural* class IX students, belonging to both the genders, who do not avail the facility of private tuition. Approximately 60%-67% of rural students have scored below 40% in the examination held in the schools. In case of *urban* students, the picture is however different. Students coming from such areas are better equipped, even if they do not receive tuitions and therefore can perform better. As regards to the overall achievement, only 20% girls and 35 % boys belong to the category of high achievers.

10.4 Achievement of surveyed class-XI students:

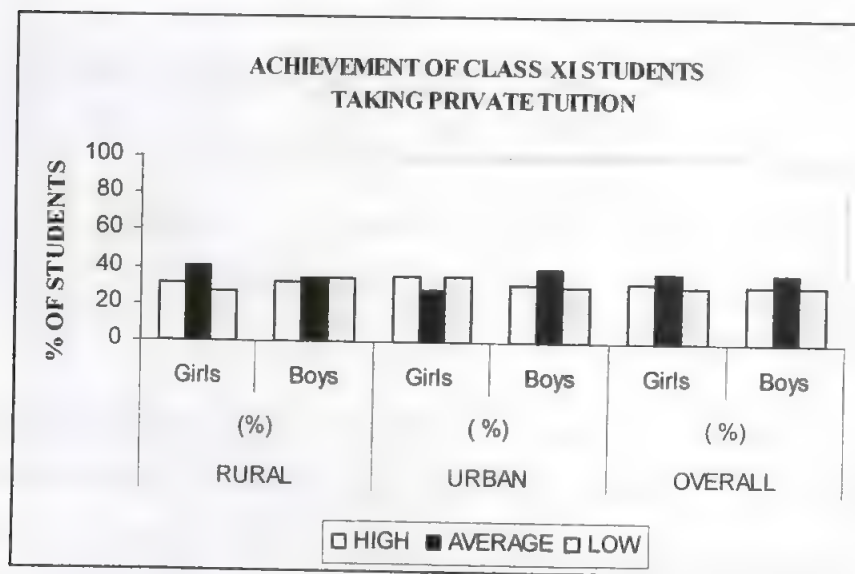
Following tables illustrate the achievement of the CLASS-XI students in the sample.

Table-10.7

ACHIEVEMENT OF STUDENTS OF CLASS XI TAKING PRIVATE TUITION

CATEGORY OF ACHIEVERS	RURAL (%)		URBAN (%)		OVERALL (%)	
	Girls	Boys	Girls	Boys	Girls	Boys
HIGH (above 60%)	31.5	32.2	35.7	30.9	32.7	31.4
AVERAGE (40% to 59%)	41.1	33.9	28.6	39.4	37.6	37.3
LOW (below 40%)	27.4	33.9	35.7	29.8	29.7	31.4

Fig-10.7



Above table clearly shows that the achievement of students of class XI, hailing from both the rural and urban areas, is either low or average, in spite of the fact that they receive private tuition. In case of *rural students*, 68.5% of *girls* and 67.8% of *boys* have obtained less than 60% marks. On the same note, in the urban areas also, 64.3% of *girls* and 69.2% of *boys* have scored in low or average range. It therefore seems these students have not been benefited by attending private tuition classes. However, academic achievement at higher classes also depends on the abilities and motivation of the students. In this context, it may be mentioned that only a negligible percentage of surveyed students of class XI has been found not to take private tuition.

10.5 Overall achievement of all the surveyed students:

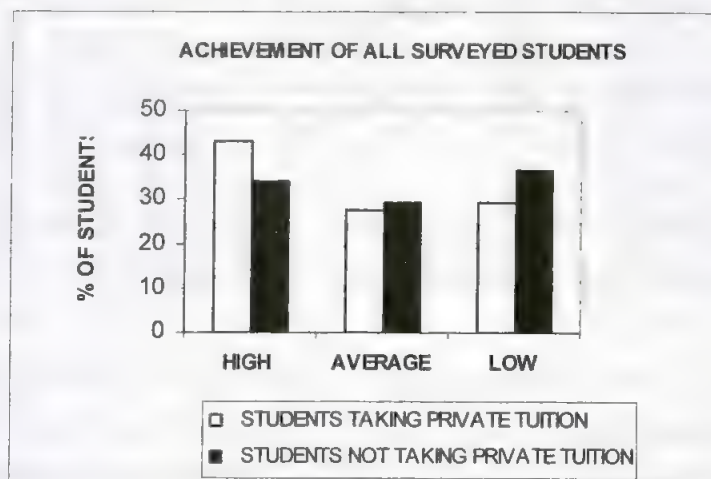
Following tables illustrate the overall achievement of all the surveyed students in the sample.

Table-10.8

ACHIEVEMENT OF ALL THE SURVEYED STUDENTS

CATEGORY OF ACHIEVERS	% OF STUDENTS	
	TAKING PRIVATE TUITION	NOT TAKING PRIVATE TUITION
HIGH (above 60%)	43.2	34.2
AVERAGE (40% to 59%)	27.6	29.2
LOW (below 40%)	29.2	36.6

Fig-10.8



In table 10.8, the achievements of students taking private tuition are matched with those of students not taking it. The table gives the percentage of high (above 60%), average (40% - 60%) and low achievers (below 40%) in both the categories. 36.6% of students who do not take tuition have fallen in the category of low achievers as against 43.2% students taking tuition being high achievers.

B] SUBJECTWISE ACHIEVEMENT OF SURVEYED STUDENTS OF CLASSES
IV,VII,IX,XI

10.6 Subject-wise achievement of class-IV students:

Tables given below illustrate the subject-wise achievement of surveyed CLASS IV students in their latest assessment held in schools.

Table-10.9

SUBJECTWISE ACHIEVEMENT OF GIRL STUDENTS OF CLASS IV

SUBJECTS	PERCENTAGE OF GIRLS TAKING PRIVATE TUITION						PERCENTAGE OF GIRLS NOT TAKING PRIVATE TUITION					
	ACHIEVEMENT IN RURAL AREA			ACHIEVEMENT IN URBAN AREA			ACHIEVEMENT IN RURAL AREA			ACHIEVEMENT IN URBAN AREA		
	HIGH	AVG	LOW	HIGH	AVG	LOW	HIGH	AVG	LOW	HIGH	AVG	LOW
ALL	46.31	28.11	25.58	38.14	28.87	32.99	-	-	-	-	-	-
FL	46.32	27.37	26.32	59.38	18.75	21.88	38.40	30.42	31.18	59.09	15.91	25.00
SL	47.37	26.32	26.32	65.71	14.29	20.00	39.54	30.42	30.04	60.47	16.28	23.26
MATHS	41.49	26.60	31.91	44.12	29.41	26.47	28.69	28.29	43.03	46.51	20.93	32.56
SC	54.84	27.42	17.74	66.67	11.11	22.22	34.38	29.69	35.94	62.79	16.28	20.93
HIST	51.35	20.27	28.38	52.63	26.32	21.04	32.95	29.89	37.16	45.00	25.00	30.00
GEOG	45.71	30.00	24.29	61.90	14.29	23.81	33.59	28.91	37.50	55.00	12.50	32.50

[FL- First Language; SL- Second Language; MATHS-Mathematics; SC- Science; HIST- History; GEOG- Geography]

It is seen from the above table that *rural class IV girls*, taking private tuition in all the subjects, are better achievers than the urban ones. However, the achievement of *urban girl* students taking tuition in specific subjects like First & Second language, Science and Geography exceeds that of the rural ones. In Mathematics and History, both rural and urban girl students, have achieved comparable results. For those who do not receive tuition, the performances of *urban girl* students are understandably found to be better in all the school subjects.

Urban students who do not take tuition have done well in science. It may be worth mentioning that many primary students of rural as well as from urban areas, who do not take tuition in Mathematics, have secured below 40% in the subject.

Fig-10.9

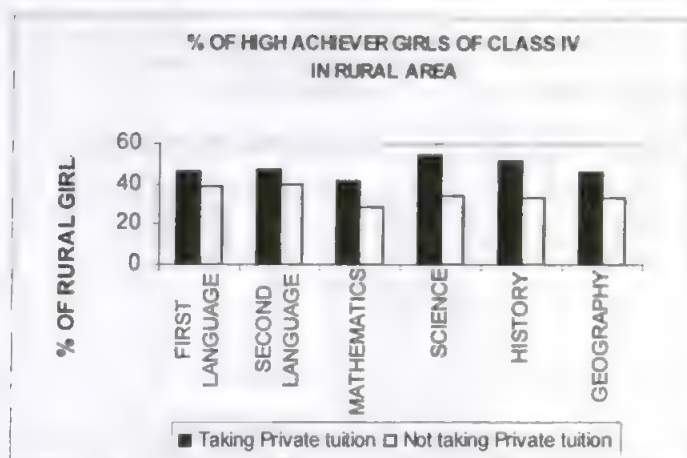


Fig-10.10

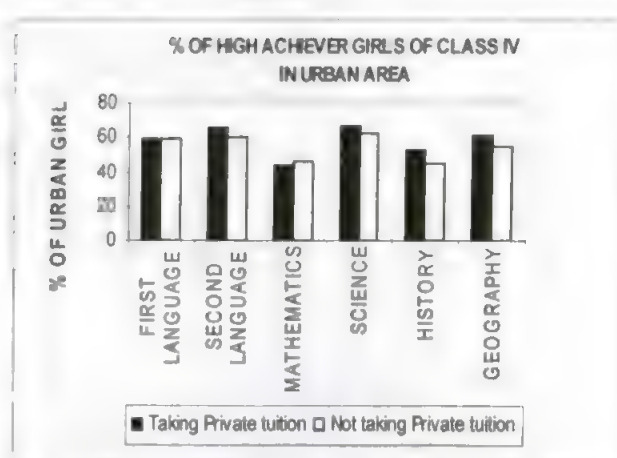


Table-10.10

SUBJECTWISE ACHIEVEMENT OF BOY STUDENTS OF CLASS IV

SUBJECTS	PERCENTAGE OF BOYS TAKING PRIVATE TUITION						PERCENTAGE OF BOYS NOT TAKING PRIVATE TUITION					
	ACHIEVEMENT IN RURAL AREA			ACHIEVEMENT IN URBAN AREA			ACHIEVEMENT IN RURAL AREA			ACHIEVEMENT IN URBAN AREA		
	HIGH	AVG	LOW	HIGH	AVG	LOW	HIGH	AVG	LOW	HIGH	AVG	LOW
ALL	45.56	28.08	26.36	48.61	19.44	31.94	-	-	-	-	-	-
FL	43.28	34.33	22.39	35.29	41.18	23.53	42.08	24.59	33.33	58.82	14.71	26.47
SL	61.33	21.33	17.33	37.50	25.00	37.50	38.89	27.22	33.89	55.88	20.59	23.53
MATHS	40.79	28.95	30.26	33.33	27.78	38.89	36.11	23.33	40.56	57.58	18.18	24.24
SC	60.53	23.68	15.79	58.33	25.00	16.67	40.57	26.86	32.57	51.52	24.24	24.24
HIST	52.27	25.00	22.73	30.77	46.15	23.08	35.00	32.22	32.78	58.06	16.13	25.81
GEOG	50.00	26.19	23.81	40.00	40.00	20.00	38.86	27.43	33.71	48.39	29.03	22.58

[FL- First Language; SL- Second Language; MATHS-Mathematics; SC- Science; HIST- History; GEOG- Geography]

From the table above, it is seen that *rural boys*, studying in class IV and receiving tuition, have demonstrated stronger academic achievement than their urban counterpart. In fact they have done well in second language in comparison with that done by the *rural class IV girls*. But the achievement of both rural and urban boys in Mathematics is poor in spite of the fact that they get tuition on the subject. On the other hand *urban boys*, who do not go for private tuition, have done well in all the school subjects. Again 40.56% *rural class IV boys*, not taking tuition, could not even cross the 40% marks barrier in Mathematics.

Fig-10.11

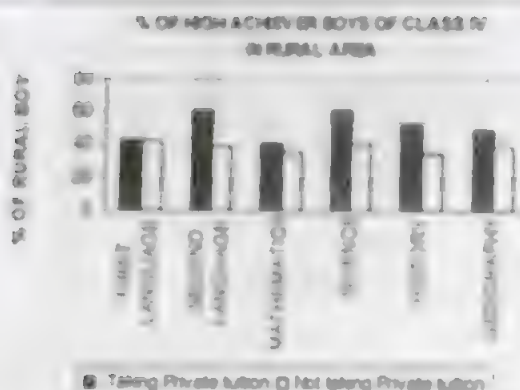
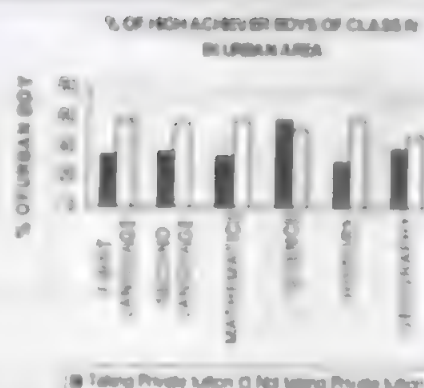


Fig-10.12



10.7 Subject-wise achievement of class-VII students:

Tables given below illustrate the subject-wise achievement of surveyed CLASS VII students in their latest assessment held schools

Table-10.11

SUBJECTWISE ACHIEVEMENT OF GIRL STUDENTS OF CLASS VII

SUBJECTS	PERCENTAGE OF GIRLS TAKING PRIVATE TUITION						PERCENTAGE OF GIRLS NOT TAKING PRIVATE TUITION					
	ACHIEVEMENT IN RURAL AREA			ACHIEVEMENT IN URBAN AREA			ACHIEVEMENT IN RURAL AREA			ACHIEVEMENT IN URBAN AREA		
	HIGH	AVG	LOW	HIGH	AVG	LOW	HIGH	AVG	LOW	HIGH	AVG	LOW
ALL	47.12	22.12	30.77	26.14	28.41	45.45	-	-	-	-	-	-
FL	17.65	35.29	47.06	63.64	9.09	27.27	38.46	26.92	34.62	41.67	16.67	41.67
SL	33.33	17.65	49.02	50.00	18.75	31.25	34.62	15.38	50.00	36.11	11.11	52.78
MATHS	28.57	28.57	42.86	57.14	11.43	31.43	30.77	11.54	57.69	44.44	5.56	50.00
SC	38.10	21.43	40.48	66.67	8.33	25.00	53.19	14.89	31.91	45.59	33.82	20.59
HIST	27.78	27.78	44.44	29.41	29.41	41.18	38.46	26.92	34.62	52.78	22.22	25.00
GEOG	28.57	33.33	38.10	41.18	11.76	47.06	57.69	15.38	26.92	32.00	16.00	52.00

[FL- First Language; SL- Second Language; MATHS-Mathematics; SC- Science; HIST- History; GEOG- Geography]

It is seen from the above table that *rural class VII girls*, taking tuition in all the subjects have done better than the *urban ones*. Achievements of *urban girls*, taking tuition in selected subjects, are however better in First Language, Second Language, Mathematics, Sciences but not in History and Geography.

Girls coming from both rural and urban areas, who do not take tuition, have done poorly in Second language and Mathematics. However, their achievement in Science which includes both Physical and Life Science is comparatively better. Considering achievement in History, urban class VII girls, who do not resort to tuition-taking, have done better than those who take it. The picture is somewhat different with Geography where rural girls have fared better than the urban girls despite the fact that they do not take tuition in the subject.

Fig-10.13

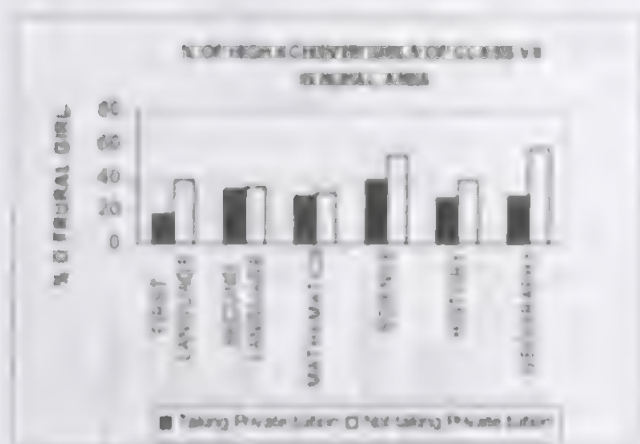


Fig-10.14

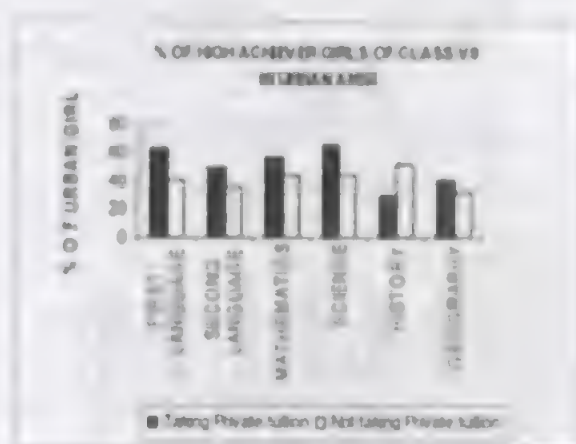


Table-10.12

SUBJECTWISE ACHIEVEMENT OF BOY STUDENTS OF CLASS VII

SUBJECTS	PERCENTAGE OF BOYS TAKING PRIVATE TUITION						PERCENTAGE OF BOYS NOT TAKING PRIVATE TUITION					
	ACHIEVEMENT IN RURAL AREA			ACHIEVEMENT IN URBAN AREA			ACHIEVEMENT IN RURAL AREA			ACHIEVEMENT IN URBAN AREA		
	HIGH	AVG	LOW	HIGH	AVG	LOW	HIGH	AVG	LOW	HIGH	AVG	LOW
ALL	40.78	31.07	28.16	47.47	23.23	29.29	-	-	-	-	-	-
FL	46.15	10.26	43.59	39.39	33.33	27.27	22.22	29.63	48.15	36.36	27.27	36.36
SL	42.25	22.54	35.21	79.41	5.88	14.71	22.22	18.52	59.26	36.36	9.09	54.55
MATHS	48.84	11.63	39.53	48.72	33.33	17.95	22.22	22.22	55.56	27.27	9.09	63.64
SC	51.00	15.00	34.00	67.35	16.33	16.33	36.17	27.66	36.17	18.18	31.82	50.00
HIST	44.44	13.33	42.22	52.00	28.00	20.00	25.93	22.22	51.85	63.64	0.00	36.36
GEOG	45.65	19.57	34.78	55.56	25.93	18.52	33.33	29.63	37.04	18.18	27.27	54.55

[FL- First Language, SL- Second Language, MATHS-Mathematics, SC- Science, HIST- History, GEOG- Geography]

The table given above reflects that class VII boys taking tuition in all the subjects have done satisfactorily in the school examination. The *rural and urban boys*, taking tuition in selected subjects, have done better in First and Second Language respectively. Their achievement in other subjects like Mathematics, Science, History and Geography is also good.

In case with students who do not take tuition, achievement in Mathematics, is below average. 55.56% of *rural* and 63.64% of *urban* boys could score only 40% in the examination. Similar is the case with Science and Geography – 50% & 55 % of urban *boys* have been found to be low achievers but they have done well in History.

Fig-10.15

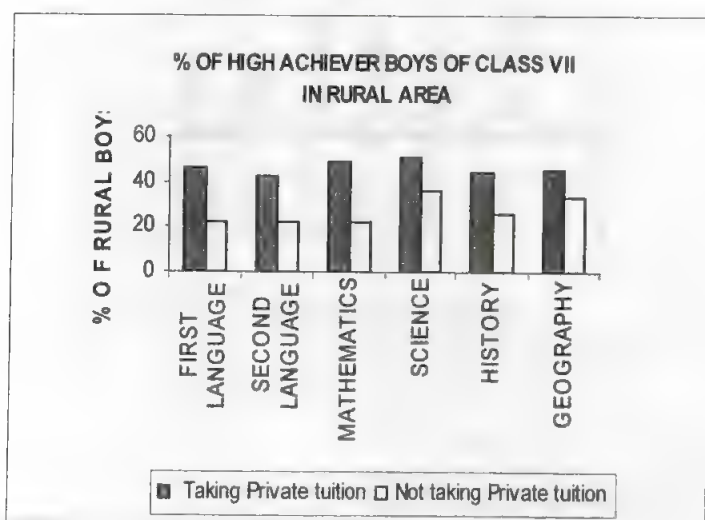
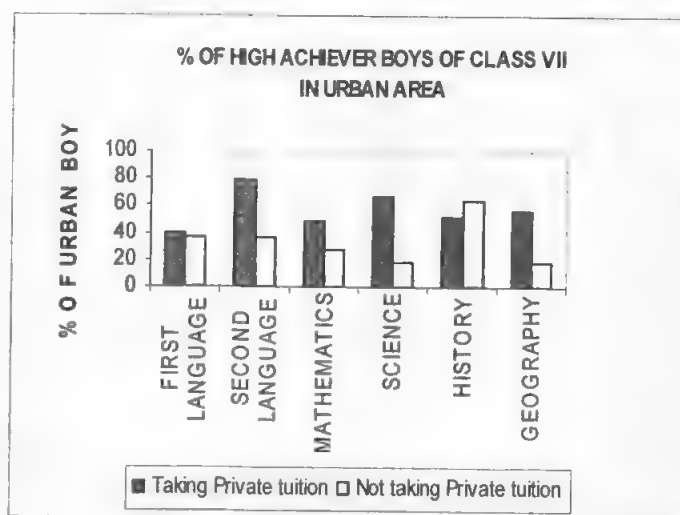


Fig-10.16



10.8 Subject-wise achievement of class-IX students:

Tables given below illustrate the subject-wise achievement of surveyed CLASS IX students in their latest assessment held in schools.

Table-10.13

SUBJECTWISE ACHIEVEMENT OF GIRL STUDENTS OF CLASS IX

SUBJECTS	PERCENTAGE OF GIRLS TAKING PRIVATE TUITION						PERCENTAGE OF GIRLS NOT TAKING PRIVATE TUITION					
	ACHIEVEMENT IN RURAL AREA			ACHIEVEMENT IN URBAN AREA			ACHIEVEMENT IN RURAL AREA			ACHIEVEMENT IN URBAN AREA		
	HIGH	AVG	LOW	HIGH	AVG	LOW	HIGH	AVG	LOW	HIGH	AVG	LOW
ALL	46.15	25.64	28.21	28.07	28.07	43.86	-	-	-	-	-	-
FL	22.73	27.27	50.00	44.12	26.47	29.41	20.00	33.33	46.67	46.67	20.00	33.33
SL	30.30	31.82	37.88	32.20	30.51	37.29	13.33	20.00	66.67	33.33	26.67	40.00
MATHS	41.03	19.23	39.74	40.00	15.00	45.00	13.33	20.00	66.67	46.67	20.00	33.33
SC	50.64	19.23	30.13	35.71	20.54	43.75	6.67	43.33	50.00	40.00	26.67	33.33
HIST	46.15	19.23	34.62	38.33	18.33	43.33	26.67	20.00	53.33	40.00	26.67	33.33
GEOG	39.74	34.62	25.64	36.67	18.33	45.00	20.00	33.33	46.67	40.00	20.00	40.00

[FL- First Language; SL- Second Language; MATHS-Mathematics; SC- Science; HIST- History; GEOG- Geography]

The table shows that 43.86% of *urban girls* studying in class IX, taking tuition in all the subjects are low achievers. In this respect, *rural girls* belonging to the same category have done better. But 50% of *rural girls* taking tuition in only First Language have been found to score below 40% marks in the school examination. Achievement of both these rural and urban students, in the Second Language is also not satisfactory. Moreover, *urban girls* taking tuition in Mathematics, Sciences, History and Geography have failed to produce good results. Compared to the achievement of urban girls, achievement of *rural girls* in these subjects is better.

As seen with the students taking tuition in the First Language, similar trend in achievement is observed with those of rural students not taking tuition. The students, both from rural and urban areas, have also performed poorly in the Second Language. *Rural girls* could not even do better in Mathematics, Sciences, History and Geography.

Fig-10.17

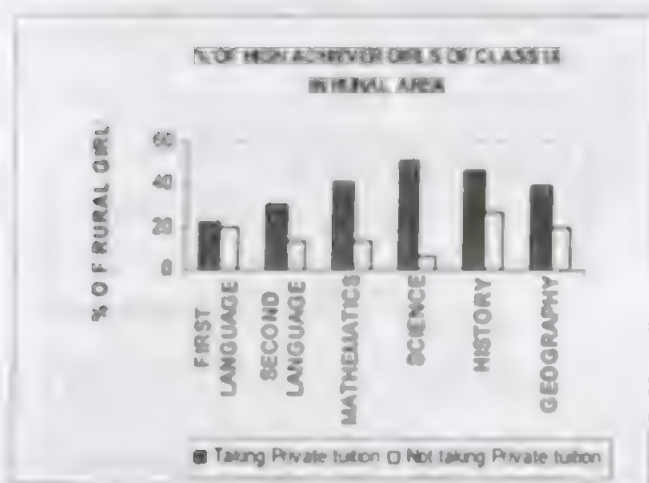


Fig-10.18

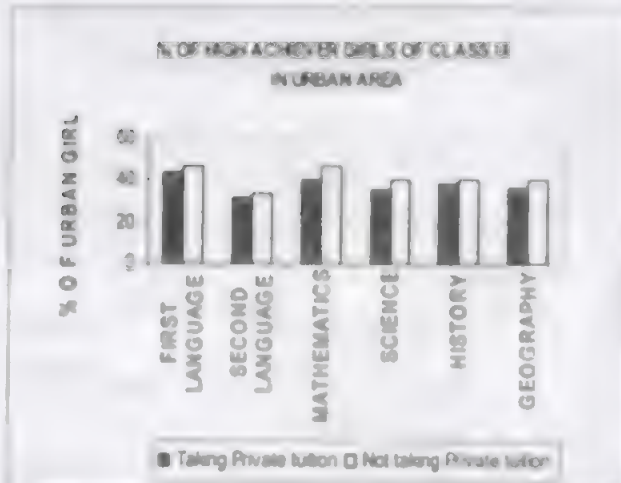


Table-10.14

SUBJECTWISE ACHIEVEMENT OF BOY STUDENTS OF CLASS IX

SUBJECTS	PERCENTAGE OF BOYS TAKING PRIVATE TUITION						PERCENTAGE OF BOYS NOT TAKING PRIVATE TUITION					
	ACHIEVEMENT IN RURAL AREA			ACHIEVEMENT IN URBAN AREA			ACHIEVEMENT IN RURAL AREA			ACHIEVEMENT IN URBAN AREA		
	HIGH	AVG	LOW	HIGH	AVG	LOW	HIGH	AVG	LOW	HIGH	AVG	LOW
ALL	53.33	23.33	23.33	48.19	25.30	26.51	-	-	-	-	-	-
FL	22.22	44.44	33.33	60.61	24.24	15.15	11.11	44.44	44.44	35.71	21.43	42.86
SL	20.63	34.92	44.44	55.56	33.33	11.11	11.11	11.11	77.78	35.71	14.29	50.00
MATHS	51.11	17.78	31.11	55.00	16.25	28.75	11.11	22.22	66.67	50.00	14.29	35.71
SC	63.53	16.47	20.00	54.38	20.00	25.83	11.11	16.67	72.22	50.00	21.43	28.57
HIST	55.56	24.44	20.00	52.50	25.00	22.50	22.22	11.11	66.67	35.71	28.57	35.71
GEOG	61.11	24.44	14.44	62.50	13.75	23.75	0.00	55.56	44.44	42.86	28.57	28.57

[FL:- First Language; SL:- Second Language; MATHS:-Mathematics; SC:- Science; HIST:- History; GEOG:- Geography]

Boys in comparison to girls of class IX, taking tuition in all the subjects, have done better. Above table also shows that *urban boys* have done better than the rural ones in the Languages. However, both rural and urban boys have done well in Mathematics, Sciences, History and Geography.

Boys, who do not receive tuition, have been found to score low marks in the Language category especially in the Second Language. It seen that for *rural boys* who are not into tuition-taking, performances in Mathematics, Sciences, History and Geography are dismal. Achievement of *urban*

boys belonging to the same category in Mathematics and Science is better compared to that in History and Geography.

Fig-10.19

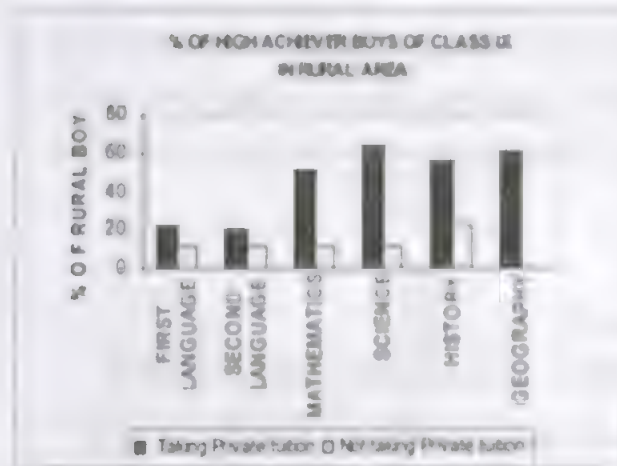
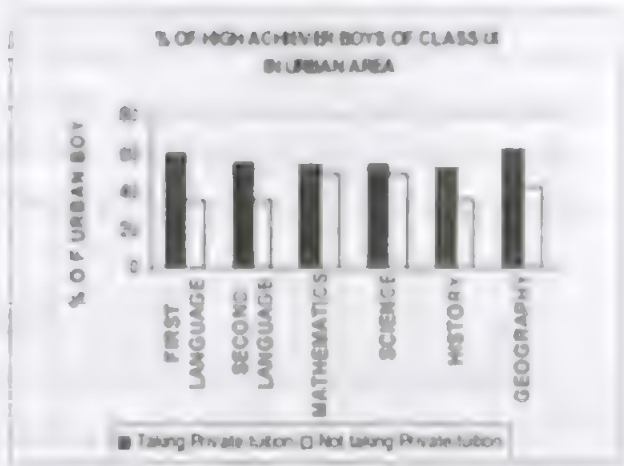


Fig-10.20



10.9 Subject-wise achievement of class-XI students:

Tables given below illustrate the subject-wise achievement of surveyed CLASS XI students in their latest assessment held in schools.

Table-10.15

SUBJECTWISE ACHIEVEMENT OF GIRL STUDENTS OF CLASS XI TAKING PRIVATE TUITION

CATEGORY OF ACHIEVERS	PERCENTAGE OF GIRL STUDENTS TAKING TUITION IN THE SUBJECT											
	ALL		FIRST LANGUAGE		SECOND LANGUAGE		MATHEMATICS		SCIENCES (PHY+CHEM+BIOS)		OTHERS (EDU+PHILO+HIST+GEO+POL+SC+ECO+ACCOU+ECO-GEO+BoM)	
	RURAL	URBAN	RURAL	URBAN	RURAL	URBAN	RURAL	URBAN	RURAL	URBAN	RURAL	URBAN
HIGH (above 60%)	42.86	60.00	40.00	55.56	21.05	22.22	62.50	55.56	36.36	47.06	35.42	15.38
AVERAGE (40% to 59%)	50.00	40.00	50.00	22.22	26.32	38.89	12.50	22.22	27.27	23.53	26.04	30.77
LOW (below 40%)	7.14	0.00	10.00	22.22	52.63	38.89	25.00	22.22	36.36	29.41	38.54	53.85

Urban girls of class XI taking tuition in all the subjects have shown good achievement compared to the girls from the rural areas. 60% of urban girls have achieved more than 60% marks in all the subjects.

Considerable percentages of girls from same area, taking tuition in individual subjects like First Language, Mathematics and Sciences have also been high achievers. But *rural girls* have not done well in Sciences. Above table clearly shows that girl students of class XI have not scored decent marks in Second Language as well.

It may be mentioned here that in the Annual Report of West Bengal Council of Higher Secondary Education (2008-09), attention has been drawn to the fact that at the Higher Secondary level, number of girls enrolled is much lesser than that of the boys. This may be due to the poor support available in the home, school and even in the coaching classes.

Table-10.16

SUBJECTWISE ACHIEVEMENT OF BOY STUDENTS OF CLASS XI TAKING PRIVATE TUITION

CATEGORY OF ACHIEVERS	PERCENTAGE OF BOY STUDENTS TAKING TUITION IN THE SUBJECT											
	ALL		FIRST LANGUAGE		SECOND LANGUAGE		MATHEMATICS		SCIENCE (PHY+CHEM +BIOS)		OTHERS(EDU+ PHILO+ HIST+GEO+POL SC+ECO+ACCOU+ ECO-GEO+BoM)	
	RURAL	URBAN	RURAL	URBAN	RURAL	URBAN	RURAL	URBAN	RURAL	URBAN	RURAL	URBAN
HIGH (above 60 %)	25.00	57.89	21.21	43.75	22.73	26.32	73.33	50.00	44.44	54.43	18.97	30.77
AVERAGE (40% to 60%)	25.00	10.53	63.64	31.25	29.55	36.84	13.33	19.05	11.11	22.78	36.21	38.46
LOW (below 40%)	50.00	31.58	15.15	25.00	47.73	36.84	13.33	30.95	44.44	22.78	44.83	30.77

Table 10.16 conveys that *urban boys* of class XI, taking tuition in all the subjects have shown good academic achievement compared to those from the rural areas. *Rural boys* have not done well in Language category in spite of the fact that they receive tuition on them. 78.79% and 77.28% of the rural boys have scored below 60% in First and Second Language respectively. This might be due to the fact that students pay more attention to other subjects rather than on languages. Their achievement however is much better in Mathematics. On the other hand, *urban boys*, resorting to tuitions in particular subjects have done comparably well both in Science and in Mathematics. As far as other

subjects like Education, Philosophy, History etc are concerned, performances of students have been found to be below average.

It may be mentioned here that during the survey, no significant data of class XI students, have been found not taking private tuition.

Fig-10.21

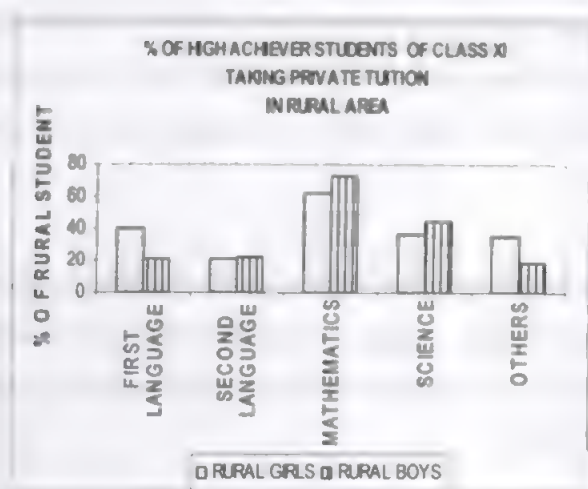
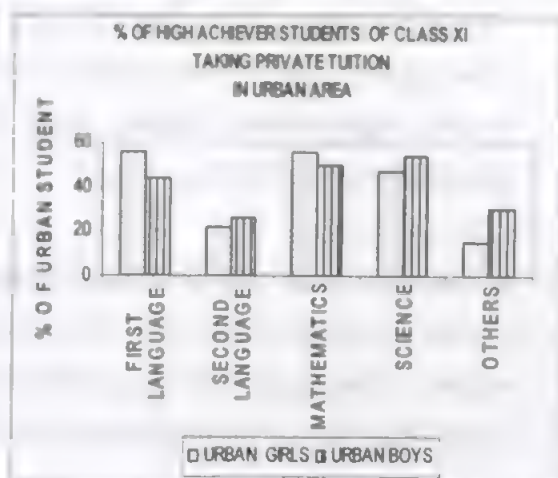


Fig-10.22



10.10 Summary of the chapter

1. 56% of surveyed primary students (class IV), taking private tuition, are average to low achievers as against those of 62%-65% of primary students belonging to the same category, who do not take the help from the private tutors (Para 10.1).
2. 52%-59% of class VII students could not score more than average marks even after receiving extra support from the private tutors. On the other hand, 63%-76% of students, who do not receive supplementary tutoring, could not score more than the average marks in the examination (Para 10.2).
3. In case of class IX students taking tuition, the overall achievement of 62.9% girls, is below average as against those of 50.1% of class IX boys. Approximately 65%-80% of class IX students, belonging to both the genders, who do not avail the facility of private tuition, have scored below 40% in the examination. (Para 10.3).
4. 68.5% of rural class XI girls and 67.8% of rural class XI boys, taking tuition, have obtained less than 60% marks. On the same note, in the urban areas also, 64.3% of girls and 69.2% of boys taking tuition have scored in low or average range in the latest assessment test held in the school (Para 10.4).
5. As regards to the overall achievement of the surveyed students, it has been observed that 56.8% of them, who take tuition, are low achievers. On the other hand, the percentage of high achievers amongst students, who do not take private tuition is only 34.2% (Para 10.5).

It can be seen from above (Table No.10.1 to 10.16) that there is a difference in the level of achievement as result of taking private tuition both for the rural and urban students. This difference in achievement is also noticed amongst the boys and the girls. Hence the observation made by Mark Bray in his paper titled **“Private Supplementary Tutoring: Comparative Perspectives on Patterns and Implications”** that “Tutoring widens the gaps between urban and rural areas, and in some settings also between boys and girls” appears to be true in the state.

Considering the overall achievement of all the surveyed students, it was found that only 43.2% of students taking private tuition were high achievers. Percentage of high achievers amongst students, who do not take tuition, is 34.2%. Thus it can be inferred that private tutoring may not have significant effect on the achievement of the students. Mark Bray in his paper also cites that effect of private tutoring may or may not be consistent with academic achievement of the students.

CHAPTER-11

MAJOR FINDINGS AND DISCUSSIONS

11.1 Utilization of study hours

- **Head teachers** state that guardians / parents resort to providing private tuition so that their wards can make effective utilization of time outside the school hours. Head teachers also perceive that extra coaching is sought for the wards by the guardians in order to ensure quality education for them (Ref: PT-1, Para 4.7).
- 42.49% rural **teachers** Agree / Strongly Agree that study hours are effectively utilized in private coaching classes, 32.58% teachers Strongly Disagree / Disagree to this (Ref: PT-2, Para 5.3.1, Serial 1). On the other hand, 40.89% urban teachers Agree / Strongly Agree that study hours are effectively utilized in private coaching classes but 32.07% teachers Strongly Disagree / Disagree to it (Ref: PT-2, Para 5.5.1, Serial 1).
- In order to ascertain whether study hours are better utilized by the **students** in the morning, afternoon or in the evening with or without the assistance of private tutors, a two-sample t-test was conducted.

It was observed that at the Primary level, students tend to be engaged in private tuition for a longer period than in self-study, particularly in the morning and evening. Similar t-tests were conducted on surveyed students of classes VII, IX and XI, which do not reveal any marked difference in the time spent in self-study and in private tuition. Same survey also reveals that less number of students go for private tuition in the afternoon. The time spent by students of classes VII, IX and XI is greater in coaching classes compared to that in self-study during afternoon. Students of class-IV spend almost equal time in self-study and in private tuition in the afternoon [Ref: PT-6, Para 9.7(b)].

It seems that some children are forced to attend private tuition classes in the afternoon, ignoring their natural inclination for games and sports.

The teachers in rural and urban areas claim that study hours are better utilized in coaching classes which the head teachers also reinforce as the perception of the guardians. This is further supported by two sample t-test conducted during the study. Moreover, the reality was checked by

comparing achievements of students at different levels with or without the assistance of private tuition. It is observed that more time spent in the coaching classes does not ensure quality learning. Unfortunately, children who are forced to join coaching classes in the afternoon are deprived of their childhood which may lead to impaired development. This calls for public debate in the media so as not to promote such a practice.

11.2 Effectiveness of private tuition for students of all stages

- 83% of Primary, 88% of Secondary and 95% of Higher Secondary **head teachers** have stated that students take the help of private tuition. Head teachers of both rural and urban Primary schools have stated that students take the help of private tuition. In case of Upper Primary, Secondary and Higher Secondary schools, head teachers state that the tendency of taking private tuition by the students is more prevalent in the rural area (Ref: PT-1, Para 4.6). Head teachers opine that the benefits of private tuition are reaped by all the categories of students, starting with the slow learners to the most intelligent and bright ones (Ref PT-1, Para 4.10). 45% of head teachers have stated that students start taking private tuition from class I (Ref: PT-1, Para 4.7a).
- 47.74% rural **teachers** Strongly Disagree / Disagree that private tutors play a positive role in overall teaching-learning process while 28.47% teachers were undecided on the issue (Ref: PT-2, Para 5.3.1, Serial 8). On the other hand 41.82% urban teachers Strongly Disagree / Disagree that private tutors play a positive role in overall teaching-learning process while 33.02% teachers were undecided on the issue (Para 5.5.1, Serial 8). It is thus seen that the teachers observe the impact of private tuition as an impediment to the classroom processes.
- 52.7% **guardians** have opined that the extent to which students depend upon private tuition is higher at Madhyamik stage followed by that at Primary (23.2%), Upper Primary (11.4%) and Higher Secondary stages (7.3%) (Ref: PT-3, Para- 6.11), which is contradictory when the perceptions of students are checked.
- 61.24% **community members** believe that students at Madhyamik level depend more on private tuition (Ref: PT-4, Para 7.5).
- Whereas it is found that the tendency of taking private tuition by the **students** is steadily increasing from primary (71.17%) to higher secondary stage (93.35%) (Ref: PT-6, Para 9.2).

- Approximately 56% of students studying in class IV, who take tuition, are only average or even low achievers. Achievements of 62%-65% of primary students, not taking the help of private tutors, have been found to be average or low (Ref: PT-7, Para 10.1).
- 52-59% of class VII students could not score more than average marks even after receiving extra support from the private tutors. 63-76% of class VII students who do not have private tutors could not score more than the average marks in the examination (Ref: PT-7, Para 10.2).
- It is seen that for 62.9% of girls and 50.1% of boys of class IX, who take private tuition, the overall achievement is below average. Only 20% girls and 35 % boys of class IX, who do not take tuition, belong to the category of high achievers (Ref: PT-7, Para 10.3).
- The achievement of students of class XI, hailing from both the rural and urban areas, is either low or average, in spite of the fact that they receive private tuition. In case of rural students, 68.5% of girls and 67.8% of boys have obtained less than 60% marks. On the same note, in the urban areas also, 64.3% of girls and 69.2% of boys have scored in low or average range (Ref: PT-7, Para 10.4).

It may be stated that the process of seeking extra support by the low achievers that was considered by the parents or the students to be essential in the form of private tuition does not appear to be quite effective. Possibility of holding more remedial classes during or after school hours for those who do not perform up to the societal expectations during continuous, comprehensive evaluation appears to be a pedagogical solution to the problem. Such remedial classes need to be organized in small group set up, in a child friendly manner.

11.3 Impact of private tuition on the classroom processes of the school and vice versa

- 52.12% rural (Ref: PT-2, Para- 5.3.1, serial - 8) and 61% urban (Ref: PT-2, Para- 5.5.1, serial - 8) surveyed **teachers** have stated that majority of the students like taking private tuition. 44.9% Rural Teachers Agree / Strongly Agree to the fact that the content delivered by private tutors are impeding the natural progress of the classroom processes in school, while 37.82% Strongly Disagree / Disagree to this (Ref: PT-2, Para -5.3.1, Serial 2). On the other hand 49.68% urban teachers Agree / Strongly Agree to the fact that the content delivered by private tutors are impeding the natural progress of the

classroom processes in school, while 25.79% Strongly Disagree / Disagree to this (Ref: PT-2, Para 5.5.1, Serial 2). 64.59% rural teachers Agree / Strongly Agree with the statement that students are given home tasks everyday (Ref: PT-2, Para 5.2.1, Serial 13). Again, 61.63% urban teachers Agree / Strongly Agree with the statement that students are given home tasks everyday (Ref: PT-2, Para- 5.4.1, Serial 13). 28.05% rural teachers disagree that students get their home-work done by their private tutors (Ref: PT-2, Para.2.1A, Serial 11). The same has been opined by 24.84% of urban teachers (Ref: PT-2, Para 5.4.1A, Serial 11).

- 80.98% **guardians** said that school teachers give home-work to their children (Ref: PT-3, Para 6.12)
- The impression of **community members** indicate that most of the parents / guardians are forced to send their wards to private tutors for getting the answers written by the private tutors (Ref: PT-4, Para 7.3).
- 94% of **private tutors** say that they help students in completing their home tasks. Most of them say that they help the students in preparation for examinations so as to secure higher marks and answer the questions posed by the students. (Ref: PT – 5, Para 8.9)
- The **students** cite that they receive help from the private tutors in doing their home tasks (Ref: PT-6, Para9.10)

There appears to be a dependence on the process of private tuition as a result of certain practices followed in the school, such as giving home-tasks. There could be many other reasons for such dependence. The teachers give home-tasks to the students, forcing them to attend private tuition. This observation has also been made by the community members, parents, private tutors and students. Again, the teachers feel that the pedagogical processes adopted in the coaching classes impede the natural classroom learning in the school.

Head teachers believe that at least at the Primary level, students should not be given home-tasks. This appears to be an important policy directive.

11.4 Opinion of Head teachers / Guardians / Community members regarding private tuition

- Primary students, both from rural and urban areas, do not like taking tuition as is perceived by 61% and 67% of surveyed rural and urban **head teachers** respectively. In this respect, head teachers uphold the idea that primary students do not require tuition. Majority of the head teachers (67%) think that students like taking private tuition at the Higher Secondary level. Apparently this trend of liking private tuition is also observed amongst the Secondary students. Head teachers also state that homework need not be given at the Primary level as all the aspects of education may be covered in the school itself. (PT-1, Para 4.8 & 4.8a).
- **Head teachers** say that students may require private tuition at Higher Secondary level. 55% & 42% of Head teachers from rural and urban areas confirm the need at Higher Secondary level as against only 42% and 41% at the Secondary level. 70% of Head teachers say that students do not require private tuition at the Primary level (Ref: PT-1, Para 4.8a).
- 80% of the respondent **guardian** state that private tuition has helped in improving the academic performance of their wards (Ref:PT-3, Para 6.12)
- 24.4% **community members** are of the opinion that regular teachers are engaged in private tuition (Ref PT- 4, Para 7.3). It may be relevant to mention here that most of the community members feel that such practices like arrangement of activity-based teaching learning process in schools, using of TLM by teachers to clarify concept among the students, schools organizing different games / activities for students etc. are all adopted by the schools during class room transaction. Yet the same respondents feel that over all 91% students avail private tuition (Ref PT- 4, Para 7.3).

It is evident that the head teachers, parents and the community members consider some kind of outside school assistance as a necessity especially at Secondary and Higher Secondary levels. This may be due to perceived inadequacy of the system in general and social demand for education along with other economic factors. This in turn compels private household investment to come into play and it becomes unfortunate when regular school teachers (20% according to this study) engage themselves in such a process. When a regular teacher provides private tuition to a select group of his / her students for additional emoluments, the process

deprives some others who cannot afford the cost of private tuition. Again, it has come to the notice of SCERT (WB) that there are many teachers in different locations of West Bengal offering additional support to the students who cannot afford the cost of private tuition, beyond the school hours, free of cost. If the inadequacy of the system has caused the prevalence of private tuition in the state, it is by the effort of teachers / associations of teachers / voluntary organizations to emulate the positive example cited above so that some remedy to the situation can be found. This may not be very difficult to attain in the state considering the various voluntary efforts as mobilized in different social movements. Extra-ordinary examples of teachers in West Bengal who donate their entire life-time savings for the cause of education to the school they serve have also been noticed. Revitalizing the entire process of teacher education in the state for improvement of quality of learning in the school may be one of the policy imperatives.

11.5 Private tuition as an opportunity for earning livelihood by less educated youth / educated unemployed youth

- 95.3% of **head teachers** state that private tuition offers an opportunity to the unemployed youth to have part-time employment (Ref: PT-1, Para 4.10).
- 65.34% **guardians** prefer educated unemployed persons as against 23.40% who prefer school teachers as private tutor (Ref: PT-3, Para 6.8). 72.81% of guardians have stated that their children take private tuition from educated unemployed persons. 8.69% guardians engage regular school teachers for their wards and children of 6.77% guardians receive private tuition from para teachers (Ref: PT-3, Para 6.7).
- 90.1% and 3.1% of the **private tutors** are unemployed and retired persons respectively (Ref: PT-5, Para 8.1g). The practice of private tuition may be considered beneficial for the educated unemployed as it provides them with a means of subsistence (Ref:- PT-5, Para 8.5) and enables them to do something that is socially useful. In many cases, these persons are the sole bread-winners for their families.

46% of the private tutors possess lower educational qualifications, like persons who have studied up to upper primary, secondary or higher secondary levels (Ref:- PT – 5, Para 8.1 e). Only 14%

of the private tutors are professionally trained (Ref:- PT – 5, Para 8.1 f). The practice of private tuition provides a source of income to these persons, although some people have doubts about their professional competency.

- From the opinion of the **students**, it is seen that the tendency of taking private tuition from school teachers gradually increases from primary to higher secondary level while the tendency of taking private tuition from persons who are only tutors (not engaged in other profession) gradually decreases from primary to higher secondary level although most of the students take private tuition from the latter category at all stages (Ref: PT-6, Para 9.13).

As evident from the above paragraphs a large number of private tutors in our state are educated unemployed youths who find it as an alternative source of livelihood until a meaningful engagement is found. Often parents / guardians prefer them as private tutors. Head teachers have stated that private tuition is a kind of part-time employment for the unemployed youth. In some cases, they are the sole source of income in the family.

It has also been observed that only 14% of them are trained, hence may have doubtful professional competency. In the forthcoming discussion, it will be noticed that the children taking private tuition from private tutors are not necessarily being benefited.

However, from the students' responses it is clear that the preference for regular school teachers as private tutors is more at the Secondary and Higher Secondary levels.

11.6 Impact of private tuition in rural and urban settings

- It can be seen from the responses obtained from PT-7 that there are differences in the level of achievement as result of taking private tuition both for the rural and urban surveyed students of classes IV, VII, IX and XI. Difference in achievement is also noticed amongst the surveyed boy and girl students (Ref: PT-7, Para 10.1 to 10.9)

Irrespective of the fact that whether students take the help of private tuition or not, little difference is observed between overall achievements of boys and girls at the primary level (class IV) in both rural and urban areas.

At the Upper Primary level (class VII) , the study reveals that 51.8% of rural and 45.5% of urban boys, who DO NOT receive private tuition, are low achievers compared to 32.2% of rural and 26.9% urban boys who take private tuition. Thus additional support in the form of private tuition particularly for the low achievers seems to be beneficial at this level.

At the Secondary level (class IX) , it is noted that 66.6% of rural and 35.7% of urban boys, who DO NOT receive private tuition, are low achievers compared to 27.05% of rural and 21.25% urban boys who take private tuition. Again 60.0% of rural and 40.0% of urban girls, who DO NOT receive private tuition, are low achievers compared to 31.7% of rural and 38.5% urban girls who take private tuition. The perceived inadequacy of the pedagogical processes followed in the school not supported by additional private tuition at this level could be one of the reasons for the above.

At the Higher Secondary level (class XI), it is seen that the achievement of students, hailing from both rural and the urban areas, is either low or average, in spite of the fact that they receive private tuition.

11.7 Impact of private tuition on high / average / low achievers

- As regards to the overall achievement of the surveyed students, it has been observed that 56.8% of them, who take tuition, are average and low achievers. It is also seen that 65.8% of students who do not take private tuition belong to the same category (Ref: PT-7, Para 10.5).
- 59.64% rural teachers Agree / Strongly Agree that students who take private tuition give more correct responses (Ref: PT-2, Para 5.3.1, Serial 3). On the other hand, although 39.93% of the urban teachers Agree / Strongly Agree to this issue, 37.74% are undecided on that (Ref: PT-2, Para 5.5.1, Serial 3).

It may be seen that some teachers (rural -59.64%, urban - 39.93%) have found that students taking private tuition provide correct responses but the overall achievement of the surveyed students as obtained from the assessment data collected from the schools do not indicate any benefit accrued as a result of taking private tuition for the average and the low achievers.

11.8 Cost of private tuition for students of low / middle / high income families

- 78% rural and 77% urban surveyed **head teachers** state that most of the students come from families having low monthly income (Ref: PT-1, Para 4.9). Very few students come from families belonging to middle or high income group. Head teachers also state that guardians / parents have to bear additional costs in order to provide private tuition to their wards. 76.3% of surveyed head teachers have stated that the practice of private tuition un-necessarily increases the hidden cost of education (Ref: PT-1, Para 4.10). Again 67.3% of head teachers have also stated that investment on private tuition indirectly affects the nutritional status of children. However, for guardians who belong to high income society, investment in private tuition has become customary (Ref: PT-1, Para 4.7). Head teachers have also observed that guardians make gender preferences in providing private tuition to their children. 53% of head teachers in rural area and 52% of head teachers in urban area affirm that boys are preferred over girls (Ref: PT-1, Para 4.7).
- Major occupations of surveyed **guardians** have been found to be - only household work (26.66%), cultivation (23.98%), daily labour (15.93%), business (15.34%) and service (11.55%). On the other hand, the major occupations of the spouse are - only household work (53.85%), daily labour (14.41%) and cultivation (9.68%). So the above data indicate that parents / guardians in general belong to middle and low - income groups. In this respect, 80% guardians stated that their child / children have improved in studies as a result of private tuition (Ref: PT-3, Para 6.12).

Information on the percentage of boys and girls who are provided private tuition from the first-born to the fourth-born, and also the average expenditure incurred on children as provided by the guardians is given below:

Information on Private Tuition of children as provided by the Guardians

No. of Respondents	Boys		Girls	
	% having Pvt. Tuition	Average Expenditure (Rs.)	% having Pvt. Tuition	Average Expenditure (Rs.)
First Child	79.2	225/-	74.2	242/-
Second Child	66.2	146/-	62.9	142/-
Third Child	51.7	122/-	58.3	102/-
Fourth Child	45.1	107/-	64.2	72/-

[Data source: PT-3, Question No. 3]

The table reflects that there is no gender bias as such on part of the guardians / parents in providing tuition to their children. This is a general social trend in West Bengal and may also be seen in the participation of girls in equal number in the Madhyamik examinations in recent years. In this respect, head teachers believe that gender preferences are made by the guardians / parents while providing private tuition to their children.

41.8% guardians spend 1%-10% of their average monthly income for providing private tuition to their children, 14.8% guardians spend 11% - 20% and 19.1% guardians do not incur any expenditure on this account.

46.62% guardians stated that they have to cut down important expenditure of the family for making payment to the private tutors which is not the case for 38.68% of guardians (Ref: PT-3, Para 6.12).

- 51.88% of **community members** feel that people in higher-income group get benefited by engaging private tutor for their children. 33.98% community members feel that people in middle-income group get benefited by engaging private tutors for their children. 12.51% community members feel that people in lower-income group get benefited by engaging private tutors for their children (Ref:-PT-4, Para 7.6).
- According to the **private tutors**, their income per student increases as the students reach higher stage, but most of them earn up to Rs. 100/- per student per month. (Ref:- PT – 5, Para 8.6)

As seen from above, majority of the students come from low and middle income group families. 56% of the parents / guardians have reported to be spending to the extent of 20% of the income of the family in providing for the perceived deficiencies in education, which should be burdensome for the low and middle income families. 46.62% guardians have stated that they have to cut down important expenditure of the family for making payment to the private tutors. This unnecessarily increases the hidden cost of education leading to curtailment of essential expenditure of the family which may indirectly affect the nutritional status of the children.

11.9 Impression of different stakeholders about teaching-learning processes followed in classroom and coaching classes

- Surveyed **head teachers** have stated that the arrangement for provision of tutorial classes in schools after the school hours is not adequate (Ref: PT-1, Para 4.11). Only 21.3% of them have stated that private tutors have better knowledge of the subject. Again, 18.3% of head teachers have stated private tutors are better equipped in examination techniques. However, surveyed head teachers (51%) have affirmed that students are not willing to learn at school. (Ref: PT-1, Para 4.10)
- 46.03% rural **teachers** Strongly Disagree / Disagree that the teachers who offer private tuitions are highly skilled, 43.63% of teachers were undecided on this (Ref: PT-2, Para 5.3.1, Serial 5). On the other hand 51.58% urban teachers Strongly Disagree / Disagree that the teachers who offer private tuitions are highly skilled, while 39.62% of teachers were undecided on this (Ref: PT-2, Para 5.5.1, Serial 5).

Opinions of rural teachers are almost equally divided in three broad categories regarding the issue that private tutors equip their students with better techniques to be able to score high in examinations. While 28.04% teachers Agree / Strongly Agree to this issue, 41.79% teachers Strongly Disagree / Disagree and 28.33% were undecided on this issue (Ref: PT-2 Para 5.3.1, Serial 6). Likewise, the opinions of urban teachers are again found to be divided in three broad categories regarding the same issue. While 28.93% teachers Agree / Strongly Agree to this issue, 37.74% teachers Strongly Disagree / Disagree and 31.13% were undecided on this issue (Ref: PT-2, Para 5.5.1, Serial 6).

88.1% rural teachers Agree / Strongly Agree that personal attentions are given while helping students to solve problems in class rooms (Ref: PT-2, Para 5.2.1, Serial 14). On the other hand 84.91% urban teachers Agree/Strongly Agree that personal attentions are given while helping students to solve problems in class rooms (Ref: PT-2, Para 5.4.1, Serial 14).

77.48% rural teachers Agree/Strongly Agree to the fact that it is possible for the students to get prepared for all the unit / terminal tests in school (Ref: PT-2, Para 5.2.1, Serial 15). Likewise,

77.04% urban teachers Agree/Strongly Agree to the fact that it is possible for the students to get prepared for all the unit / terminal tests in school (Ref: PT-2, Para 5.4.1, Serial 15).

77.77% rural teachers Agree / Strongly Agree that their students in class are provided with simplified notes (Para 5.2.1, Serial 16), whereas 80.81% urban teachers Agree/Strongly Agree that their students in class are provided with simplified notes (Ref: PT-2, Para 5.4.1, Serial 16).

More than 69 % of rural and urban teachers have stated that class durations are insufficient to identify learning gaps among students. Again approximately 73 % of rural and urban teachers point out that classroom teaching is being negatively influenced by increased frequency of assessment. 36% of teachers both from rural and urban area have strongly agreed that suitable measures can not be taken in remedial classes for students whose performance is poor in unit tests (Ref: PT-2 , Para 5.2.1 B & 5.4.1B).

- Most of the **private tutors** (67%) do not agree with the observation that only good teachers offer private tuition. Majority of them (72%) claim that they know the subject better. 78% of the private tutors are of the view that they know better the techniques for scoring higher marks in examinations (Ref: PT-5, Para 8.15).
- **Surveyed students** have made the following observation regarding teaching-learning processes followed in both the schools and coaching classes:
 1. When responses of students regarding teaching of Mathematics in schools and coaching classes were analysed, it was seen that Mathematics is taught better in coaching classes at all the levels.
 2. When ability to understand spelling of Bengali words as taught in schools and coaching classes was compared on the basis of students' responses, it was found to be better in schools.
 3. In case of spellings of English words as taught in schools and coaching classes, it was seen that it is better in coaching classes at all levels.
 4. More students were found to speak in English in the coaching classes than in the schools at all levels.

It is evident from above that 46% to 52% of rural and urban teachers respectively disagree that tutors who offer private tuition are highly skilled. Only 28 % teachers both from rural and urban areas agree that private tuition helps students to score high marks in the examinations. Teachers also express their dissatisfaction regarding insufficiency of class duration to identify learning gaps among students. They also point out that classroom teaching is being negatively influenced by increased frequency of assessment. Teachers both from rural and urban areas have stated that suitable measures can not be taken in remedial classes for students whose performance is poor in the unit tests. Thus teachers seem to be in difficulty in certain areas as stated above which require further studies. The head teachers have mentioned that many children are not willing to learn at school. Moreover, students seem to prefer teaching-learning of English and Mathematics in the coaching classes.

However, a perception may be found in different tiers of the society that acquiring high score in scholastic achievements by children is synonymous to having good education. Such perception perhaps draws maximum emphasis from all quarters around the child. The sole focus of the learner is kept fixed on methods to score high in the examinations. Such perceptions need to be debated in the public domain involving all the stakeholders.

The seemingly ineffectiveness of the private tutoring probably reflects a poor picture of the processes of teaching-learning followed in some of the private / coaching classes. In order to address the problem some nations have considered orientation of the tutors as well. This does not seem to be feasible in our state. However, a process of dissemination of the benefits of different approaches to teaching and learning in and outside the school and the respective pedagogical issues through the print and electronic media for appropriate awareness at all levels may serve to raise the capacity of the private tutors as well.

11.10 Reasons for taking private tuition

- **Head teachers** state that due to insufficient number of teachers in the schools, all the students cannot be guided properly. Again providing private tuition ensures regularity in the study process at home and helps the children to understand the class lessons in a better way. Moreover, some guardians are unable to guide their children at home either because of their busy schedule or due to their state of illiteracy (Ref: PT-1, Para 4.8a).

- The reasons cited by the **guardians** (Ref:PT-3, Para 6.6) are as follows:
 1. Private tutors teach in a simpler language, making the subject matter easier for the students to understand.
 2. Private tutors help the students to score high marks thereby ensuring better result in examination.
 3. The guardians have declared that private tutors concentrate more on probable questions for the examinations.
 4. Guardians / parents have themselves stated that they cannot help their children in all the stages and in all the subjects.
 5. Private tutors help the students in completing their home tasks.
 6. There is dearth of teachers in the school.

- The **community members** have identified that private tutors simplify the content / subject matter in order to make the students understand and most parents / guardians can not help their wards in their studies .This has been found to be the most important reasons for taking Private Tuition (Ref: PT-4 ,Para 7.2). Parents seem to lay emphasis on understanding of subject matter, in which there is a perceived deficiency at the school resulting in the tendency to opt for private coaching (Ref: PT-4, Para 7.2)

- The order of preference of the **private tutors** for the reasons (Ref:- PT – 5, Para 8.13) for which students go to private tutors / coaching centres are as follows:
 1. Coaching centres concentrate more on preparation for the examinations as a result of which students can score higher marks in examinations (70.8%).
 2. Inadequate number of teachers in the schools hampers the teaching-learning process (47.9%)
 3. The students cannot understand the conventional transaction of lessons in the schools (35.9%).
 4. Students find joy in the lessons imparted in the coaching classes (27.4%).
 5. Coaching classes are cleaner and more comfortable (13.2%).
 6. Other reasons (9.39%). Other reasons include help in completing homework, individual attention and care because of studying in small groups, scope for students to speak about their

problems, etc.

The major reasons of taking private tuition as cited by the **students** are:

1. Private tutors help the students for doing home tasks
2. Students can express their difficulties in understanding and can ask question easily to the private tutors.
3. There is nobody in the house of the students to help in their studies.
4. Examination related factors (i.e. to score high marks in the examinations, ensure better results, for ensuring suggestive probable question for the examinations).

(Ref: PT-6, Para 9.10)

Head teachers point out that due to insufficient number of teachers in the school, inability of guardians to provide additional academic support and for ensuring regularity in the study process at home, students are resorting to private tuition. Guardians on the other hand tend to focus on teaching in simpler language, ensuring better results in the examination by concentrating on probable questions as well as completion of the home-tasks as reasons for sending their wards to private tuition classes. Students mention that they need private tuition for doing home-tasks, for expressing their difficulties in understanding of the subject and for asking questions to the tutor. Many students have mentioned that there is none in the house who may help them with their studies. Private tutors on the other hand tend to concentrate more on preparation and scoring of high marks in the examination by the students.

LIMITATIONS OF THE STUDY

1. There may be a gap in the perception of respondents and the actual intent of the items set in the questionnaire.
2. In some cases, the respondents could not be divided according to their locality, i.e. rural and urban. Therefore, the difference in the profiles and views of the two groups could not be recorded.
3. Some of the responses supplied by the respondents in reference to certain items may not be wholly objective and may be limited by subjectivity.
4. The study has made an effort to include only those private tutors who earn solely from private tuition and not from any other source. This fact may tend to confuse the real picture as many persons engaged in other well-paid jobs also provide private tuition.
5. From the teachers' responses it could not be specifically said that the students who take private tuitions are either able to (i) give correct responses during classroom interactions or (ii) write correct answers during class tests as well.
6. Subject-wise and stage-wise segregated responses of teachers on pedagogical issues could not be collected.
7. Achievement scores of students from school-based terminal tests were used. No separate uniform achievement test was designed for ascertaining the effect of private tuition on achievement of the students.
8. Extent of support received by the students at home and from outside the school, who perform well but do not take private tuition, could not be ascertained.
9. There may be other social, economic and pedagogical dimensions of the phenomenon "Private Tuition" which could not to be examined through this study.

ANNEXURES

ANNEXURE-I
PRIMARY TABLES OF PT-1

Table No. - 4.17

Distribution of schools in the rural area

District	Govt (Type 1)			Govt Sponsored (Type 2)			Govt Aided (Type 3)			Run By Local Body (Type 4)		
	Pry	Upper Pry	H.S	Pry	Upper Pry	H.S	Pry	Upper Pry	H.S	Pry	Upper Pry	H.S
Jalpaiguri	10	1	0	0	1	0	0	0	1	0	0	0
Coochbehar	4	0	0	6	0	1	0	2	1	0	0	0
D_Dinaipur	5	0	0	4	0	0	1	2	1	0	0	0
Malda	0	0	0	1	1	0	9	1	1	0	0	0
Murshidabad	1	0	0	8	0	0	1	2	1	0	0	0
Birbhum	4	0	0	6	0	1	0	2	0	0	0	0
Burdwan	9	0	0	8	3	1	2	1	1	0	0	0
Nadia	6	0	0	3	1	0	1	0	1	0	0	0
N-24pgs	2	0	0	7	1	0	0	1	1	0	0	0
Hooghly	4	0	0	4	1	0	2	1	1	0	0	0
Bankura	0	0	0	4	1	0	6	1	1	0	0	0
Purulia	0	0	0	5	1	0	5	1	1	0	0	0
Howrah	1	0	0	2	0	1	7	2	0	0	0	0
Kolkata	0	0	0	0	0	0	0	0	0	0	0	0
S-24 pgs	0	0	0	0	0	0	20	4	2	0	0	0
Midnapore_E	11	0	0	5	2	1	3	1	0	0	0	0
Midnapore_W	1	0	0	16	1	1	3	3	1	0	0	0
Total	58	1	0	79	13	6	60	24	14	0	0	0

[Source : PT1, Question No. - 4a, 4b]

Total Rural Primary Schools = 197

Total Rural Upper Primary Schools = 38

Total Rural HS Schools = 20

Total RURAL Schools = 255

Table No. - 4.18

Distribution of schools in the urban area

District	Govt (Type 1)			Govt Sponsored (Type 2)			Govt Aided (Type 3)			Run By Local Body (Type 4)		
	Pry	Upper Pry	H.S	Pry	Upper Pry	H.S	Pry	Upper Pry	H.S	Pry	Upper Pry	H.S
Jalpaiguri	1	0	0	0	1	0	0	0	1	0	0	0
Coochbehar	1	0	0	0	1	0	0	0	0	0	0	0
D_Dinajpur	0	0	0	0	0	0	0	0	1	0	0	0
Malda	0	0	0	0	1	0	1	0	1	0	0	0
Murshidabad	1	0	0	1	0	0	0	1	1	0	0	0
Birbhum	0	0	0	0	0	1	0	0	1	0	0	0
Burdwan	4	0	0	2	1	0	0	2	1	0	0	0
Nadia	2	0	0	0	2	0	0	1	1	0	0	0
N-24pgs	2	0	0	6	2	0	1	4	1	0	0	0
Hooghly	0	0	0	1	0	0	0	1	1	1	0	0
Bankura	0	0	0	1	0	0	0	1	1	0	0	0
Purulia	0	0	0	0	0	0	1	0	1	0	0	0
Howrah	1	0	0	1	1	0	0	2	1	0	0	0
Kolkata	3	1	1	0	0	1	6	4	1	0	0	0
S-24 pgs	0	0	0	0	0	0	1	2	1	0	0	0
Midnapore_E	1	0	0	1	0	1	0	0	1	0	0	0
Midnapore_W	1	0	0	1	0	0	0	1	1	0	0	0
Total	17	1	1	15	9	3	10	19	15	1	0	0

[Source : PT1, Question No. -4a, 4b]

Total Urban Primary Schools = 43

Total Urban Upper Primary Schools = 29

Total Urban HS Schools = 19

Total URBAN Schools = 91

Table No. - 4.19
Classwise distribution of students

Class	General		SC		ST		Minority		PH		Total
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
I	1793	2019	3812	1188	380	320	1950	1955	3905	58	10903
II	1440	1795	3235	963	251	283	1595	1635	3230	53	8609
III	1472	1830	3302	1014	242	280	1608	1581	3189	21	8605
IV	1526	1834	3360	948	312	295	1352	1523	2875	44	8848
V	6394	4201	10595	2846	700	568	3275	2865	6140	144	23430
VI	5672	3829	9501	2361	660	492	2706	2121	4827	261	20366
VII	5104	3484	8588	1775	478	344	2063	2265	4328	264	18886
VIII	4730	3202	7932	1351	422	280	1691	1663	3354	231	15472
IX	4357	3426	7783	1299	384	280	1608	1912	3520	201	15369
X	3927	2638	6565	878	355	191	1312	1298	2610	60	12599
XI	3849	3872	7721	618	286	81	1010	568	1578	39	11518
XII	2865	1899	4764	508	231	100	818	502	1320	45	7890
Total (In no.s)	43229	33809	77038	14838	4711	3524	20978	19708	40686	1786	162301
Total (In %)	27%	21%	47%	9%	3%	2%	13%	12%	25%	1%	2%

[Source : PT1, Question No. - 5a]

Total Statewise Distribution

STATE :	Total Boys	Total Girls	Total	Urban	Rural	Total
	89198	73103	162301	102893	59408	162301
	55%	45%		63	37	

162301

Table No. - 4.20

Districtwise % distribution of teachers in rural area.

District	% of Male Teachers	% of Female Teachers
Jalpaiguri	69%	31%
Coochbehar	83%	17%
D. Dinajpur	73%	27%
Malda	78%	22%
Murshidabad	80%	20%
Birbhum	83%	17%
Burdwan	70%	30%
Nadia	86%	14%
N 24 PGS	71%	29%
Hooghly	64%	36%
Bankura	81%	19%
Purulia	82%	18%
Howrah	68%	32%
S 24 Pgs	74%	26%
E Midnapore	69%	31%
W Midnapore	78%	22%
State	76%	24%

[Source : PT-1, Question No. - 5b]

Total Statewise Report (Rural + Urban)

Male	Female	Total
2183	1145	3328
66%	34%	

Table No. - 4.21

Districtwise % distribution of teachers in urban area.

District	% of Male Teachers	% of Female Teachers
Jalpaiguri	2%	98%
Coochbehar	89%	11%
D. Dinajpur	85%	15%
Malda	62%	38%
Murshidabad	18%	82%
Birbhum	96%	4%
Burdwan	62%	38%
Nadia	43%	57%
N 24 PGS	44%	56%
Hooghly	83%	17%
Bankura	57%	43%
Purulia	79%	21%
Howrah	66%	34%
Kolkata	44%	56%
S 24 Pgs	22%	78%
E Midnapore	39%	61%
W Midnapore	84%	16%
State	52%	48%

[Source : PT-1, Question No. - 5b]

Table No. - 4.22

Average no. of teaching learning days in schools in rural area (Excluding days for Unit / Terminal Tests)

District	Primary	Secondary	H.S	Total
Jalpaiguri	223	224	200	223
Coochbehar	215	184	188	215
D. Dinajpur	225	198	193	225
Malda	219	218	200	219
Murshidabad	203	198	160	203
Birbhum	218	223	180	218
Burdwan	199	181	191	199
Nadia	194	231	238	194
N 24 PGS	177	209	180	177
Hooghly	227	200	230	227
Bankura	214	203	180	214
Purulia	201	199	180	201
Howrah	221	191	210	221
S 24 Pgs	216	208	206	216
E Midnapore	219	220	180	219
W Midnapore	204	218	168	204
State	214	205	192	211

[Source : PT-1, Question No. - 5d]

State Average	Primary	Secondary	H.S	Total
	212	199	190	207

Table No. - 4.23

Average no. of teaching learning days in schools in urban area (Excluding days for Unit / Terminal Tests)

District	Primary	Secondary	H.S	Total
Jalpaiguri	240	201	192	211
Coochbehar	153	180	180	167
D. Dinajpur	222	X	200	211
Malda	252	132	195	193
Murshidabad	138	180	175	158
Birbhum	X	X	141	141
Burdwan	175	205	172	183
Nadia	216	171	170	186
N 24 PGS	186	166	233	181
Hooghly	251	200	160	216
Bankura	240	176	202	206
Purulia	210	X	187	199
Howrah	238	202	182	211
Kolkata	225	237	192	222
S 24 Pgs	231	195	178	200
E Midnapore	205		202	203
W Midnapore	230	149	220	207
State	206	190	189	197

[Source : PT-1, Question No. - 5d]

Table No. - 4.24

Opinion of H.T (in %) on students taking help of private tuition in rural area

District	Pry	Sec	HS	NR
Jalpaiguri	50%	50%	100%	1
Coochbehar	70%	100%	100%	0
D. Dinajpur	90%	100%	100%	0
Malda	70%	100%	100%	0
Murshidabad	80%	100%	100%	0
Birbhum	90%	100%	100%	0
Burdwan	68%	100%	100%	2
Nadia	100%	100%	100%	0
N 24 PGS	100%	100%	100%	0
Hooghly	100%	100%	100%	0
Bankura	100%	100%	100%	0
Purulia	20%	100%	100%	0
Howrah	100%	100%	100%	0
S 24 Pgs	95%	100%	100%	0
E Midnapore	84%	100%	100%	1
W Midnapore	100%	100%	100%	0

State 83% 97% 100%

[Source : PT-1, Question No. - 6a]

Table No. - 4.25

Opinion of H.T (in %) on students taking help of private tuition in urban area

District	Pry	Sec	HS	NR
Jalpaiguri	100%	0%	100%	0
Coochbehar	100%	100%	X	0
D. Dinajpur	100%	X	100%	0
Malda	100%	100%	100%	0
Murshidabad	100%	0%	100%	1
Birbhum	X	X	100%	0
Burdwan	50%	67%	100%	1
Nadia	100%	33%	100%	0
N 24 PGS	78%	100%	100%	0
Hooghly	100%	100%	100%	0
Bankura	0%	0%	100%	1
Purulia	100%	X	100%	0
Howrah	100%	100%	100%	0
Kolkata	100%	80%	67%	0
S 24 Pgs	100%	100%	100%	0
E Midnapore	50%	X	50%	1
W Midnapore	100%	100%	100%	0

State 84% 76% 89%

[Source : PT-1, Question No. - 6a]

Table No. - 4.26

Opinion of Head Teachers of Primary Schools in rural area on approximate % of students going for private tuition

District	<25%	25-50%	50-80%	>80%	NR
Jalpaiguri	30%	0%	20%	0%	50%
Coochbehar	30%	50%	0%	0%	20%
D. Dinajpur	50%	40%	0%	0%	10%
Malda	40%	40%	0%	0%	20%
Murshidabad	40%	30%	10%	0%	20%
Birbhum	20%	70%	0%	0%	10%
Burdwan	26%	26%	16%	0%	32%
Nadia	40%	40%	0%	10%	10%
N 24 PGS	33%	44%	11%	11%	0%
Hooghly	60%	10%	10%	20%	0%
Bankura	60%	40%	0%	0%	0%
Purulia	80%	0%	0%	0%	20%
Howrah	10%	50%	40%	0%	0%
S 24 Pgs	25%	45%	25%	0%	5%
E Midnapore	37%	32%	11%	5%	15%
W Midnapore	25%	60%	5%	10%	0%

[Source : PT-1, Question No. - 6b]

Table No. - 4.27

Opinion of Head Teachers of Primary Schools in urban area on approximate % of students going for private tuition

District	<25%	25-50%	50-80%	>80%	NR
Jalpaiguri	100%	0%	0%	0%	0%
Coochbehar	0%	100%	0%	0%	0%
D. Dinajpur	100%	0%	0%	0%	0%
Malda	0%	0%	100%	0%	0%
Murshidabad	50%	50%	0%	0%	0%
Birbhum			X		
Burdwan	50%	0%	0%	17%	33%
Nadia	0%	50%	50%	0%	0%
N 24 PGS	22%	22%	33%	0%	22%
Hooghly	0%	100%	0%	0%	0%
Bankura	0%	0%	0%	0%	100%
Purulia	100%	0%	0%	0%	0%
Howrah	50%	0%	0%	0%	50%
Kolkata	44%	33%	11%	11%	0%
S 24 Pgs	0%	100%	0%	0%	0%
E Midnapore	0%	50%	50%	0%	0%
W Midnapore	0%	100%	0%	0%	0%

[Source : PT-1, Question No. - 6b]

Rural Area

Statewise Report	<25%	25-50%	50-80%	>80%	NR
State (in No.)	71	73	20	7	26
State (in %)	36%	37%	10%	4%	13%

Urban Area

Statewise Report	<25%	25-50%	50-80%	>80%	NR
State (in No.)	14	14	7	2	6
State (in %)	33%	33%	16%	5%	14%

Table No. - 4.28

Opinion of Head Teachers of Secondary Schools in rural area
on approximate % of students going for private tuition

District	<25%	25-50%	50-80%	>80%	NR
Jalpaiguri	50%	0%	0%	0%	50%
Coochbehar	0%	100%	0%	0%	0%
D. Dinajpur	0%	50%	50%	0%	0%
Malda	50%	50%	0%	0%	0%
Murshidabad	0%	50%	50%	0%	0%
Birbhum	0%	0%	100%	0%	0%
Burdwan	50%	25%	0%	25%	0%
Nadia	0%	100%	0%	0%	0%
N 24 PGS	0%	100%	0%	0%	0%
Hooghly	0%	0%	50%	50%	0%
Bankura	100%	0%	0%	0%	0%
Purulia	0%	50%	50%	0%	0%
Howrah	0%	0%	0%	100%	0%
S 24 Pgs	0%	0%	100%	0%	0%
E Midnapore	67%	33%	0%	0%	0%
W Midnapore	25%	50%	25%	0%	0%

[Source : PT-1, Question No. - 6b]

Rural Area

Statewise Report	<25%	25-50%	50-80%	>80%	NR
State (in No.)	9	13	11	4	1
State (in %)	24%	34%	29%	11%	3%

Table No. - 4.29

Opinion of Head Teachers of Secondary Schools in urban area on
approximate % of students going for private tuition

District	<25%	25-50%	50-80%	>80%	NR
Jalpaiguri	0%	100%	0%	0%	0%
Coochbehar	0%	0%	0%	100%	0%
D. Dinajpur			X		
Malda	0%	100%	0%	0%	0%
Murshidabad	0%	0%	0%	0%	100%
Birbhum			X		
Burdwan	0%	33%	33%	0%	33%
Nadia	0%	0%	0%	33%	67%
N 24 PGS	17%	17%	50%	17%	0%
Hooghly	0%	100%	0%	0%	0%
Bankura	0%	0%	0%	0%	100%
Purulia			X		
Howrah	33%	33%	0%	33%	0%
Kolkata	20%	20%	20%	20%	20%
S 24 Pgs	0%	0%	50%	50%	0%
E Midnapore			X		
W Midnapore	0%	100%	0%	0%	0%

[Source : PT-1, Question No. - 6b]

Urban Area

Statewise Report	<25%	25-50%	50-80%	>80%	NR
State (in No.)	3	8	6	6	6
State (in %)	10%	28%	21%	21%	21%

Primary

<25%	25-50%	50-80%	>80%	NR
85	87	27	9	32
35%	36%	11%	4%	13%

SEC

<25%	25-50%	50-80%	>80%	NR
12	21	17	10	4
18%	31%	25%	15%	10%

HS

<25%	25-50%	50-80%	>80%	NR
4	7	10	9	4
10%	10%	26%	23%	10%

Table No. - 4.30

Opinion of Head Teachers of H.S Schools in rural area on approximate % of students going for private tuition

District	<25%	25-50%	50-80%	>80%	NR
Jalpaiguri	100%	0%	0%	0%	0%
Coochbehar	0%	0%	50%	50%	0%
D Dinaipur	0%	0%	100%	0%	0%
Malda	0%	0%	0%	100%	0%
Murshidabad	0%	0%	0%	100%	0%
Birbhum	0%	0%	0%	0%	100%
Burdwan	0%	50%	50%	0%	0%
Nadia	0%	0%	100%	0%	0%
N 24 PGS	0%	0%	0%	0%	100%
Hooghly	0%	0%	0%	100%	0%
Bankura	0%	100%	0%	0%	0%
Purulia	100%	0%	0%	0%	0%
Howrah	0%	100%	0%	0%	0%
S 24 Pgs	0%	100%	0%	0%	0%
E Midnapore	0%	0%	100%	0%	0%
W Midnapore	0%	50%	50%	0%	0%

[Source : PT-1, Question No. - 6b]

Rural

Statewise Report	<25%	25-50%	50-80%	>80%	NR
State (in No.)	2	6	6	4	2
State (in %)	10%	30%	30%	20%	10%

Table No. - 4.31

Opinion of Head Teachers of H.S Schools in urban area on approximate % of students going for private tuition

District	<25%	25-50%	50-80%	>80%	NR
Jalpaiguri	100%	0%	0%	0%	0%
Coochbehar	X				
D Dinaipur	0%	100%	0%	0%	0%
Malda	0%	0%	0%	100%	0%
Murshidabad	0%	0%	0%	0%	100%
Birbhum	0%	0%	100%	0%	0%
Burdwan	0%	0%	0%	100%	0%
Nadia	0%	0%	0%	100%	0%
N 24 PGS	0%	0%	0%	100%	0%
Hooghly	0%	0%	100%	0%	0%
Bankura	100%	0%	0%	0%	0%
Purulia	0%	100%	0%	0%	0%
Howrah	0%	0%	100%	0%	0%
Kolkata	0%	33%	33%	33%	33%
S 24 Pgs	0%	100%	0%	0%	0%
E Midnapore	0%	0%	100%	0%	0%
W Midnapore	0%	100%	0%	0%	0%

[Source : PT-1, Question No. - 6b]

Urban

Statewise Report	<25%	25-50%	50-80%	>80%	NR
State (in No.)	2	4	6	5	2
State (in %)	11%	21%	32%	26%	11%

Table-4.32

Q. Opinion of HT (%) on guardians / parents favouring to provide private tuition to their wards in rural area

District	Yes%	NR%
Jalpaiguri	54%	8%
Coochbehar	79%	0%
D. Dinajpur	77%	0%
Malda	38%	0%
Murshidabad	85%	8%
Birbhum	54%	8%
Burdwan	64%	12%
Nadia	100%	0%
N 24 PGS	100%	0%
Hooghly	85%	0%
Bankura	100%	0%
Purulia	38%	0%
Howrah	85%	0%
Kolkata	0%	0%
S 24 Pgs	88%	0%
E Midnapore	70%	4%
W Midnapore	96%	0%

[Source : PT-1, Question No. - 7a]

State :	Yes	NR
Rural	195	7
	76%	3%

Table-4.33

Q. Opinion of HT (%) on guardians / parents favouring to provide private tuition to their wards in urban area

District	Yes%	NR%
Jalpaiguri	0%	33%
Coochbehar	100%	0%
D. Dinajpur	100%	0%
Malda	100%	0%
Murshidabad	50%	25%
Birbhum	100%	0%
Burdwan	60%	10%
Nadia	83%	0%
N 24 PGS	63%	19%
Hooghly	100%	0%
Bankura	33%	33%
Purulia	100%	0%
Howrah	67%	0%
Kolkata	88%	0%
S 24 Pgs	100%	0%
E Midnapore	100%	0%
W Midnapore	50%	0%

[Source : PT-1, Question No. - 7a]

State :	Yes	NR
Urban	67	7
	74%	8%

Table-4.34

Q. Districtwise opinion of HT (%) on guardians / parents favouring to provide private tuition to their wards in urban area

District	Yes	NR
Jalpaiguri	44%	13%
Coochbehar	81%	0%
D. Dinajpur	80%	0%
Malda	50%	0%
Murshidabad	76%	12%
Birbhum	57%	7%
Burdwan	63%	11%
Nadia	94%	0%
N 24 PGS	79%	11%
Hooghly	88%	0%
Bankura	88%	6%
Purulia	47%	0%
Howrah	79%	0%
Kolkata	88%	0%
S 24 Pgs	90%	0%
E Midnapore	74%	4%
W Midnapore	90%	0%

[Source : PT-1, Question No. - 7a]

State :	Yes	NR
Rural + Urban	262	14
	76%	4%

Table-4.35

Q. Opinion of HT (%) on guardians / parents favouring to provide private tuition to their wards in rural area

District	Boys	NR on Boys	Girls %	NR on Girls
Jalpaiguri	46%	15%	31%	23%
Coochbehar	57%	0%	14%	7%
D. Dinajpur	38%	0%	8%	0%
Malda	46%	0%	8%	0%
Murshidabad	69%	8%	31%	15%
Birbhum	15%	23%	8%	15%
Burdwan	40%	12%	32%	12%
Nadia	42%	0%	8%	17%
N 24 PGS	67%	0%	50%	0%
Hooghly	62%	0%	31%	0%
Bankura	38%	0%	15%	8%
Purulia	54%	8%	0%	8%
Howrah	31%	8%	23%	8%
S 24 Pgs	81%	8%	31%	0%
E Midnapore	65%	0%	26%	9%
W Midnapore	58%	0%	12%	4%

[Source : PT-1, Question No. - 7c-i,ii]

State: Rural	Boys	Girls
(in %)	53%	21%

State:	Boys	Girls
Urban + Rural	52%	21%

Table-4.36

Q. Opinion of HT (%) on guardians / parents favouring to provide private tuition to their wards in urban area

District	Boys	NR on Boys	Girls %	NR on Girls
Jalpaiguri	0%	33%	33%	0%
Coochbehar	50%	0%	0%	0%
D. Dinajpur	50%	0%	0%	0%
Malda	33%	0%	33%	0%
Murshidabad	25%	25%	0%	25%
Birbhum	0%	0%	0%	0%
Burdwan	60%	10%	20%	20%
Nadia	67%	0%	33%	0%
N 24 PGS	38%	6%	19%	13%
Hooghly	100%	0%	50%	0%
Bankura	0%	33%	0%	33%
Purulia	100%	0%	50%	0%
Howrah	50%	0%	33%	0%
Kolkata	65%	0%	24%	
S 24 Pgs	50%	0%	25%	0%
E Midnapore	75%	0%	25%	0%
W Midnapore	50%	0%	0%	25%

[Source : PT-1, Question No. - 7c- i,ii]

State: Urban	Boys	Girls
(in %)	52%	22%

Table No. -4.37

Opinion of HT(in %) on students liking private tuition in rural area

District	Pry	Secondary	H.S	NR
Jalpaiguri	60%	0%	100%	8%
Coochbehar	60%	0%	50%	0%
D. Dinajpur	40%	100%	100%	0%
Malda	10%	0%	100%	0%
Murshidabad	40%	100%	100%	0%
Birbhum	50%	50%	0%	8%
Burdwan	21%	50%	100%	4%
Nadia	40%	100%	0%	0%
N 24 PGS	56%	50%	0%	0%
Hooghly	60%	100%	0%	0%
Bankura	30%	0%	0%	0%
Purulia	10%	100%	0%	0%
Howrah	30%	100%	0%	8%
S 24 Pgs	55%	100%	0%	0%
E Midnapore	37%	67%	0%	0%
W Midnapore	35%	75%	0%	0%

[Source : PT-1, Question No. - 8a]

State	Pry	Sec	HS	NR
Rural	39%	63%	75%	2%

State	Pry	Sec	HS	NR
Rural+Urban	38%	63%	67%	2%

Table No. - 4.38

Opinion of HT(in %) on students liking private tuition in urban area

District	Pry	Secondary	H.S	NR
Jalpaiguri	0%	0%	0%	0%
Coochbehar	0%	100%	0%	0%
D. Dinajpur	0%	X	0%	0%
Malda	0%	100%	0%	0%
Murshidabad	0%	0%	100%	25%
Birbhum	X	X	100%	0%
Burdwan	33%	33%	100%	0%
Nadia	50%	67%	100%	0%
N 24 PGS	33%	83%	0%	13%
Hooghly	50%	100%	100%	0%
Bankura	0%	0%	0%	0%
Purulia	0%	X	0%	0%
Howrah	100%	67%	33%	0%
Kolkata	33%	60%	X	0%
S 24 Pgs	0%	0%	100%	0%
E Midnapore	100%	X	100%	0%
W Midnapore	0%	0%	0%	0%

[Source : PT-1, Question No. - 8a]

State	Pry	Sec	HS	NR
Urban	33%	62%	58%	3%

Table No. - 4.39

Opinion of HT(in %) on requirement / necessity of private tuition by the students in the rural area

District	Pry	Secondary	H.S	NR
Jalpaiguri	50%	0%	100%	8%
Coochbehar	40%	0%	50%	0%
D. Dinajpur	40%	50%	0%	0%
Malda	10%	50%	0%	0%
Murshidabad	30%	100%	100%	0%
Birbhum	50%	50%	200%	8%
Burdwan	21%	50%	50%	4%
Nadia	40%	100%	0%	0%
N 24 PGS	22%	50%	0%	0%
Hooghly	40%	0%	100%	0%
Bankura	20%	0%	0%	0%
Purulia	0%	100%	0%	0%
Howrah	50%	50%	100%	0%
S 24 Pgs	30%	75%	50%	0%
E Midnapore	32%	33%	0%	4%
W Midnapore	20%	0%	100%	0%

[Source : PT-1, Question No. - 8b]

State	Pry	Sec	HS	NR
Rural	30%	42%	55%	2%

State	Pry	Sec	HS	NR
Rural+Urban	30%	42%	44%	2%

Table No. -4.40

Opinion of HT(in %) on requirement / necessity of private tuition by the students in the urban area

District	Pry	Secondary	H.S	NR
Jalpaiguri	0%	0%	0%	0%
Coochbehar	0%	100%	0%	0%
D. Dinajpur	0%	X	0%	0%
Malda	X	0%	0%	0%
Murshidabad	50%	0%	0%	50%
Birbhum	X	X	100%	0%
Burdwan	17%	33%	100%	0%
Nadia	50%	0%	100%	0%
N 24 PGS	56%	50%	0%	0%
Hooghly	50%	100%	100%	0%
Bankura	0%	0%	0%	0%
Purulia	0%	X	0%	0%
Howrah	50%	67%	33%	0%
Kolkata	11%	60%	X	0%
S 24 Pgs	0%	50%	0%	0%
E Midnapore	50%	X	50%	0%
W Midnapore	0%	0%	0%	0%

[Source : PT-1, Question No. - 8b]

State	Pry	Sec	HS	NR
Urban	30%	41%	42%	2%

Table No. - 4.41

Response of HT in rural area (in %) on encouraging students to ask questions in class

District	Pry	Secondary	H.S	NR
Jalpaiguri	100%	100%	100%	0%
Coochbehar	90%	100%	100%	0%
D. Dinajpur	80%	100%	100%	15%
Malda	100%	100%	100%	0%
Murshidabad	100%	100%	100%	0%
Birbhum	100%	100%	100%	0%
Burdwan	89%	100%	100%	8%
Nadia	100%	100%	100%	0%
N 24 PGS	100%	100%	100%	0%
Hooghly	100%	100%	100%	0%
Bankura	100%	100%	100%	0%
Purulia	100%	100%	100%	0%
Howrah	90%	100%	100%	0%
S 24 Pgs	100%	100%	100%	0%
E Midnapore	100%	100%	100%	0%
W Midnapore	100%	100%	100%	0%

[Source : PT-1, Question No. - 8d]

State	Pry	Sec	HS	NR
Rural	97%	100%	100%	2%

Table No. - 4.42

Response of HT in urban area (in %) on encouraging students to ask questions in class

District	Pry	Secondary	H.S	NR
Jalpaiguri	100%	100%	100%	0%
Coochbehar	100%	100%	100%	0%
D. Dinajpur	100%	X	0%	0%
Malda	100%	100%	0%	0%
Murshidabad	100%	0%	100%	25%
Birbhum	X	X	100%	0%
Burdwan	33%	100%	100%	0%
Nadia	450%	100%	100%	0%
N 24 PGS	22%	100%	0%	0%
Hooghly	50%	100%	0%	0%
Bankura	100%	100%	100%	0%
Purulia	200%	X	100%	0%
Howrah	450%	100%	33%	0%
Kolkata	0%	100%	X	0%
S 24 Pgs	100%	100%	100%	0%
E Midnapore	100%	X	100%	0%
W Midnapore	100%	100%	100%	0%

[Source : PT-1, Question No. - 8d]

State	Pry	Sec	HS	NR
Urban	100%	97%	84%	1%

Table No. - 4.43

Opinion of HT in urban area (In %) on the necessity of Private Tuition

District	Pry	Secondary	H.S	NR
Jalpaiguri	40%	0%	0%	8%
Coochbehar	20%	50%	50%	0%
D. Dinaipur	50%	0%	100%	15%
Malda	50%	50%	100%	0%
Murshidabad	40%	0%	0%	0%
Birbhum	70%	50%	0%	0%
Burdwan	32%	50%	100%	4%
Nadia	50%	100%	0%	8%
N 24 PGS	11%	0%	0%	8%
Hooghly	30%	100%	0%	0%
Bankura	20%	0%	0%	0%
Purulia	10%	100%	0%	0%
Howrah	50%	100%	100%	0%
S 24 Pgs	50%	100%	0%	0%
E Midnapore	26%	33%	0%	4%
W Midnapore	20%	0%	0%	0%

[Source : PT-1, Question No. - 8e]

State	Pry	Sec	HS	NR
Rural	35%	45%	40%	3%

State	Pry	Sec	HS	NR
Rural+Urban	32%	39%	38%	3%

Table No. - 4.44

Opinion of HT in urban area (In %) on the necessity of Private Tuition

District	Pry	Secondary	H.S	NR
Jalpaiguri	0%	0%	0%	0%
Coochbehar	0%	0%	0%	0%
D. Dinaipur	0%	X	0%	0%
Malda	0%	0%	0%	0%
Murshidabad	0%	0%	100%	25%
Birbhum	X	X	0%	0%
Burdwan	0%	33%	100%	10%
Nadia	50%	100%	100%	0%
N 24 PGS	22%	33%	100%	6%
Hooghly	50%	0%	0%	0%
Bankura	0%	0%	0%	0%
Purulia	0%	X	0%	0%
Howrah	50%	0%	0%	0%
Kolkata	22%	60%	X	0%
S 24 Pgs	0%	0%	0%	0%
E Midnapore	50%	X	50%	0%
W Midnapore	0%	0%	0%	0%

[Source : PT-1, Question No. - 8e]

State	Pry	Sec	HS	NR
Urban	19%	31%	37%	3%

Table No. - 4.45

**OPINION OF HT (IN %) ON THE ECONOMIC BACKGROUND OF
THE FAMILY OF THE STUDENTS**

District Code	Rural Area				Urban Area			
	Low. Inc. Gr.	Middle Inc. Gr.	High Inc. Gr.	NR	Low. Inc. Gr.	Middle Inc. Gr.	High Inc. Gr.	NR
Jalpaiguri	84.6%	7.7%	0.0%	7.7%	100.0%	0.0%	0.0%	0.0%
Coochbehar	85.7%	7.1%	7.1%	0.0%	50.0%	50.0%	0.0%	0.0%
D_Dinajpur	76.9%	23.1%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
Malda	100.0%	0.0%	0.0%	0.0%	66.7%	33.3%	0.0%	0.0%
Murshidabad	92.3%	7.7%	0.0%	0.0%	25.0%	25.0%	0.0%	50.0%
Birbhum	30.8%	23.1%	38.5%	7.7%	100.0%	0.0%	0.0%	0.0%
Burdwan	84.0%	12.0%	0.0%	4.0%	80.0%	20.0%	0.0%	0.0%
Nadia	91.7%	8.3%	0.0%	0.0%	83.3%	16.7%	0.0%	0.0%
N-24pgs	91.7%	8.3%	0.0%	0.0%	87.5%	12.5%	0.0%	0.0%
Hooghly	84.6%	15.4%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
Bankura	15.4%	7.7%	0.0%	76.9%	0.0%	0.0%	0.0%	100.0%
Purulia	84.6%	15.4%	0.0%	0.0%	50.0%	50.0%	0.0%	0.0%
Howrah	53.8%	38.5%	0.0%	7.7%	83.3%	16.7%	0.0%	0.0%
Kolkata	0.0%	0.0%	0.0%	0.0%	82.4%	17.6%	0.0%	0.0%
S-24 pgs	88.5%	7.7%	3.8%	0.0%	75.0%	25.0%	0.0%	0.0%
Midnapore_E	78.3%	21.7%	0.0%	0.0%	50.0%	50.0%	0.0%	0.0%
Midnapore_W	84.6%	11.5%	0.0%	3.8%	100.0%	0.0%	0.0%	0.0%
State Report(in %)	78.0%	13.3%	2.7%	5.9%	76.9%	17.6%	0.0%	5.5%
State Report (in absolute no.)	199	34	7	15	70	16	0	5

[Source : PT-1, Question No. - 9a]

Table No. - 4.46

**APPROXIMATE % OF CATEGORY OF STUDENTS ACCORDING TO THE INCOME LEVEL OF THEIR FAMILY IN THE
RURAL AREA**

District Code	Total School	Tot Pry	Tot Sec	Tot HS	Low Income Group																
					Bright						Slow Learner						Average				
					Pry.		Sec.		HS		Pry.		Sec.		HS		Pry.		Sec.		
Jalpaiguri	16	10	2	1	1	10.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	100.0%	
Coochbehar	16	10	2	2	0	0.0%	0	0.0%	0	0.0%	3	30.0%	1	50.0%	1	50.0%	1	10.0%	1	50.0%	
D_Dinajpur	15	10	2	1	0	0.0%	0	0.0%	0	0.0%	1	10.0%	1	50.0%	0	0.0%	1	10.0%	0	0.0%	
Malda	16	10	2	1	0	0.0%	0	0.0%	0	0.0%	3	30.0%	1	50.0%	0	0.0%	1	10.0%	0	0.0%	
Murshidabad	17	10	2	1	1	10.0%	0	0.0%	0	0.0%	4	40.0%	0	0.0%	1	100.0%	2	20.0%	0	0.0%	
Birbhum	14	10	2	1	0	0.0%	1	50.0%	0	0.0%	4	40.0%	0	0.0%	0	0.0%	1	10.0%	0	0.0%	
Burdwan	35	19	4	2	0	0.0%	9	225.0%	0	0.0%	7	36.8%	2	50.0%	0	0.0%	1	5.3%	0	0.0%	
Nadia	18	10	1	1	0	0.0%	0	0.0%	0	0.0%	2	20.0%	0	0.0%	1	100.0%	0	0.0%	0	0.0%	
N-24pgs	28	9	2	1	0	0.0%	0	0.0%	0	0.0%	5	55.6%	0	0.0%	0	0.0%	1	11.1%	0	0.0%	
Hooghly	17	10	2	1	0	0.0%	1	50.0%	0	0.0%	8	80.0%	1	50.0%	0	0.0%	1	10.0%	0	0.0%	
Bankura	16	10	2	1	1	10.0%	0	0.0%	0	0.0%	2	20.0%	1	50.0%	1	100.0%	1	10.0%	0	0.0%	
Purulia	15	10	2	1	0	0.0%	0	0.0%	0	0.0%	3	30.0%	0	0.0%	0	0.0%	16	160.0%	1	100.0%	
Howrah	19	10	2	1	0	0.0%	0	0.0%	0	0.0%	1	10.0%	1	50.0%	0	0.0%	4	40.0%	0	0.0%	
Kolkata	17	0	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	
S-24 pgs	30	20	4	2	0	0.0%	0	0.0%	0	0.0%	6	30.0%	1	25.0%	1	50.0%	7	35.0%	1	25.0%	
Midnapore_E	27	19	3	1	1	5.3%	0	0.0%	0	0.0%	4	21.1%	0	0.0%	1	100.0%	0	0.0%	1	33.3%	
Midnapore_W	30	20	4	2	0	0.0%	1	25.0%	0	0.0%	6	30.0%	1	25.0%	1	50.0%	9	45.0%	2	50.0%	
State Report (in %)		197	38	20	4	2.0%	12	31.6%	0	0.0%	59	29.9%	10	26.3%	7	35.0%	46	23.4%	6	15.8%	
State Report (in absolute no.)					4	0	12	0.3	0	0	0	59	0.3	10	0.3	7	0.4	46	0.2	6	0.2
																				5	25.0%

APPROXIMATE % OF CATEG

Middle Income Group																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																
District Code	Total School	Tot Pry	Tot Sec	Tot HS	Bright						Slow Learner						Average																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																															
					Pry.			Sec.			HS			Pry.					Sec.			HS																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																										

APPROXIMATE % OF CATEG

District Code	Total School	Tot Pry	Tot Sec	Tot HS	High Income Group									
					Bright			Slow Learner			Average			
					Pry.	Sec.	HS	Pry.	Sec.	HS	Pry.	Sec.	HS	
Jalpaiguri	16	10	2	1	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	
Coochbehar	16	10	2	2	0.0%	0.0%	0.0%	10.0%	50.0%	50.0%	0.0%	50.0%	0.0%	
D_Dinajpur	15	10	2	1	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	
Malda	16	10	2	1	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	
Murshidabad	17	10	2	1	10.0%	0.0%	0.0%	10.0%	0.0%	0.0%	0.0%	0.0%	0.0%	
Birbhum	14	10	2	1	0.0%	50.0%	0.0%	30.0%	0.0%	0.0%	0.0%	0.0%	0.0%	
Burdwan	35	19	4	2	0.0%	25.0%	0.0%	26.3%	25.0%	0.0%	5.3%	0.0%	50.0%	
Nadia	18	10	1	1	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	
N-24pgs	28	9	2	1	0.0%	0.0%	0.0%	33.3%	0.0%	0.0%	11.1%	0.0%	100.0%	
Hooghly	17	10	2	1	0.0%	50.0%	0.0%	30.0%	50.0%	0.0%	0.0%	0.0%	0.0%	
Bankura	16	10	2	1	10.0%	0.0%	0.0%	10.0%	50.0%	100.0%	10.0%	0.0%	0.0%	
Purulia	15	10	2	1	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	10.0%	50.0%	100.0%	
Howrah	19	10	2	1	0.0%	0.0%	0.0%	0.0%	50.0%	0.0%	20.0%	0.0%	0.0%	
Kalkata	17	0	0	0	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	
S-24 pgs	30	20	4	2	0.0%	0.0%	0.0%	5.0%	0.0%	0.0%	10.0%	0.0%	0.0%	
Midnapore_E	27	19	3	1	5.3%	0.0%	0.0%	10.5%	0.0%	100.0%	5.3%	33.3%	0.0%	
Midnapore_W	30	20	4	2	0.0%	25.0%	0.0%	5.0%	25.0%	50.0%	30.0%	50.0%	0.0%	
State Report(in %)		197	38	20	1.5%	10.5%	0.0%	10.7%	15.8%	25.0%	7.6%	13.2%	20.0%	
State Report (in absolute no.)					3	4	0	21	6	5	15	5	4	

APPROXIMATE % OF CATEGORY OF STUDENTS ACCORDING TO THE INCOME LEVEL OF THEIR FAMILY IN THE URBAN AREA

District Code	Tot Pry	Tot Sec	Tot HS	Low Income Group									Middle Income Group								
				Bright			Slow Learner			Average			Bright			Slow Learner			Average		
				Pry.	Sec.	HS	Pry.	Sec.	HS	Pry.	Sec.	HS	Pry.	Sec.	HS	Pry.	Sec.	HS	Pry.	Sec.	HS
Jalpaiguri	1	1	1	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
Coochbehar	1	1	0	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%
D_Dinajpur	1	0	1	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Malda	1	1	1	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	100.0%
Murshidabad	2	1	1	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	50.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Birbhum	0	0	1	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Burdwan	6	3	1	16.7%	0.0%	0.0%	0.0%	66.7%	0.0%	0.0%	0.0%	0.0%	16.7%	0.0%	0.0%	0.0%	66.7%	0.0%	16.7%	0.0%	0.0%
Nadia	2	3	1	0.0%	0.0%	0.0%	0.0%	33.3%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	100.0%	33.3%	0.0%
N-24pgs	9	6	1	0.0%	0.0%	0.0%	11.1%	33.3%	100.0%	44.4%	16.7%	0.0%	0.0%	0.0%	0.0%	11.1%	50.0%	100.0%	11.1%	16.7%	0.0%
Hooghly	2	1	1	0.0%	0.0%	0.0%	50.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
Bankura	1	1	1	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%
Purulia	1	0	1	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Howrah	2	3	1	0.0%	0.0%	0.0%	50.0%	0.0%	0.0%	50.0%	66.7%	0.0%	0.0%	0.0%	0.0%	50.0%	0.0%	0.0%	50.0%	66.7%	0.0%
Kolkata	9	5	3	0.0%	20.0%	0.0%	11.1%	20.0%	0.0%	22.2%	0.0%	33.3%	0.0%	20.0%	0.0%	0.0%	20.0%	0.0%	0.0%	0.0%	33.3%
S-24 pgs	1	2	1	0.0%	0.0%	0.0%	0.0%	50.0%	0.0%	0.0%	50.0%	0.0%	0.0%	0.0%	0.0%	0.0%	50.0%	0.0%	0.0%	0.0%	0.0%
Midnapore_E	2	0	2	0.0%	0.0%	0.0%	50.0%	0.0%	0.0%	0.0%	0.0%	50.0%	0.0%	0.0%	0.0%	50.0%	0.0%	0.0%	0.0%	0.0%	50.0%
Midnapore_W	2	1	1	0.0%	100.0%	0.0%	50.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
State Report(in %)	43	29	19	2.3%	6.9%	5.3%	18.6%	27.6%	10.5%	30.2%	20.7%	26.3%	2.3%	6.9%	5.3%	9.3%	27.6%	10.5%	14.0%	17.2%	21.1%
State Report (in absolute no.)				1	2	1	8	8	2	13	6	5	1	2	1	4	8	2	6	5	4

[Source : PT-1, Question No. - 9b]

APPROXIMATE 9

District Code	Tot Pry	Tot Sec	Tot HS	High Income Group									
				Bright			Slow Learner			Average			
				Pry.	Sec.	HS	Pry.	Sec.	HS	Pry.	Sec.	HS	
Jalpaiguri	1	1	1	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
Coochbehar	1	1	0	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%
D_Dinajpur	1	0	1	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Malda	1	1	1	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	100.0%	0.0%
Murshidabad	2	1	1	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Birbhum	0	0	1	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Burdwan	6	3	1	0.0%	0.0%	0.0%	0.0%	0.0%	66.7%	0.0%	16.7%	0.0%	0.0%
Nadia	2	3	1	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	33.3%	0.0%	0.0%
N-24pgs	9	6	1	0.0%	0.0%	0.0%	11.1%	33.3%	100.0%	11.1%	16.7%	0.0%	0.0%
Hooghly	2	1	1	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%
Bankura	1	1	1	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%
Purulia	1	0	1	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Howrah	2	3	1	0.0%	0.0%	0.0%	50.0%	0.0%	0.0%	0.0%	33.3%	0.0%	0.0%
Kolkata	9	5	3	0.0%	20.0%	0.0%	0.0%	20.0%	0.0%	0.0%	0.0%	33.3%	0.0%
S-24 pgs	1	2	1	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Midnapore_E	2	0	2	0.0%	0.0%	0.0%	50.0%	0.0%	0.0%	0.0%	0.0%	50.0%	0.0%
Midnapore_W	2	1	1	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	50.0%	0.0%	0.0%	0.0%
State Report(in %)	43	29	19	0.0%	6.9%	5.3%	7.0%	20.7%	10.5%	14.0%	13.8%	21.1%	
State Report (in absolute no.)	0			2	1	3	6	2	6	4	4	4	

**OPINION OF HEAD TEACHER (IN %) ON PROVISION OF TUTORIAL CLASSES FOR STUDENTS AFTER SCHOOL AT
PRIMARY LEVEL (Rural + Urban)**

District Code	Total School	Total Pry. School (R)	Total Pry. School (U)	Provision of Tutorial Class in School			Provision of Tutorial Class in School for										
				R	U	NR	Bright Students			Slow Learners			Average Students				
							R	U	NR	R	U	NR	R	U	NR		
Jalpaiguri	16	10	1	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	
Coochbehar	16	10	1	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	
D Dinajpur	15	10	1	0%	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	
Malda	16	10	1	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	
Murshidabad	17	10	2	20%	0%	0%	0%	0%	0%	100%	0%	0%	0%	0%	0%	0%	
Birbhum	14	10	0	0%	0%	0%	0%	0%	0%	100%	100%	0%	0%	0%	0%	0%	
Burdwan	35	19	6	5%	17%	4%	0%	0%	0%	100%	0%	0%	100%	0%	0%	0%	
Nadia	18	10	2	10%	50%	0%	0%	0%	0%	100%	0%	0%	100%	0%	0%	0%	
N-24pgs	28	9	9	22%	33%	0%	0%	0%	0%	50%	0%	0%	50%	100%	0%	0%	
Hooghly	17	10	2	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	
Bankura	16	10	1	10% _a	0%	0%	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	
Purulia	15	10	1	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	
Howrah	19	10	2	40%	0%	0%	0%	0%	0%	75%	0%	0%	0%	0%	0%	0%	
Kolkata	17	0	9	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	
S-24 pgs	30	20	1	20%	0%	0%	0%	0%	0%	50%	0%	0%	25%	0%	0%	0%	
Midnapore_E	27	19	2	16%	0%	0%	0%	0%	0%	67%	0%	0%	0%	0%	0%	0%	
Midnapore_W	30	20	2	25%	0%	0%	0%	0%	0%	40%	0%	0%	20%	0%	0%	0%	
State Report(in %)				197	43	12%	14%	0%	4%	0%	0%	61%	17%	0%	22%	50%	0%

Table No. - 4.49

OPINION OF HEAD TEACHER (IN %) ON PROVISION OF TUTORIAL CLASSES FOR STUDENTS AFTER SCHOOL AT
SECONDARY LEVEL (RURAL+ URBAN)

District Code	Total School	Total Sec. School (R)	Total Sec. School (U)	Provision of Tutorial Class in School			Provision of Tutorial Class in School for								
				School			Bright Students			Slow Learners			Average Students		
				R	U	NR	R	U	NR	R	U	NR	R	U	NR
Jalpaiguri	16	2	1	50%	0%	0%	0%	0%	0%	100%	0%	0%	0%	0%	0%
Coochbehar	16	2	1	50%	100%	0%	0%	0%	0%	0%	100%	0%	100%	0%	0%
D_Dinajpur	15	2	0	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Malda	16	2	1	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Murshidabad	17	2	1	0%	0%	33%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Birbhum	14	2	0	50%	0%	0%	100%	0%	0%	0%	0%	0%	0%	0%	0%
Burdwan	35	4	3	50%	33%	0%	50%	0%	0%	50%	100%	0%	0%	0%	0%
Nadia	18	1	3	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
N-24pgs	28	2	6	0%	33%	0%	0%	0%	0%	0%	50%	0%	0%	50%	0%
Hooghly	17	2	1	50%	0%	0%	0%	0%	0%	100%	0%	0%	0%	0%	0%
Bankura	16	2	1	0%	100%	0%	0%	0%	0%	0%	0%	0%	0%	100%	0%
Purulia	15	2	0	50%	0%	0%	100%	0%	0%	100%	0%	0%	0%	0%	0%
Howrah	19	2	3	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Kolkata	17	0	5	0%	20%	0%	0%	0%	0%	0%	100%	0%	0%	0%	0%
S-24 pgs	30	4	2	75%	50%	0%	0%	0%	0%	33%	100%	0%	67%	0%	0%
Midnapore_E	27	3	0	33%	0%	0%	0%	0%	0%	0%	0%	0%	100%	0%	0%
Midnapore_W	30	4	1	50%	100%	0%	50%	100%	0%	50%	0%	0%	0%	0%	0%
State Report(in %)		38	29	34%	28%	1%	23%	13%	0%	46%	63%	0%	31%	25%	0%
State Report (in absolute no.)				13	8	1	3	1	0	6	5	0	4	2	0

Table No. -4.50

OPINION OF HEAD TEACHER (IN %) ON PROVISION OF TUTORIAL CLASSES FOR STUDENTS AFTER SCHOOL AT HIGHER SECONDARY LEVEL (RURAL+URBAN)

District Code	Total School	Total HS School (R)	Total HS School (U)	Provision of Tutorial Class in School			Provision of Tutorial Class in School for					
				School			Bright Students			Slow Learners		
				R	U	NR	R	U	NR	R	U	NR
Jalpaiguri	16	1	1	100%	0%	0%	0%	0%	0%	0%	0%	0%
Coochbehar	16	2	0	50%	0%	0%	0%	0%	0%	100%	0%	0%
D_Dinajpur	15	1	1	0%	100%	0%	0%	100%	0%	0%	0%	0%
Malda	16	1	1	0%	0%	0%	0%	0%	0%	0%	0%	0%
Murshidabad	17	1	1	0%	0%	0%	0%	0%	0%	0%	0%	0%
Birbhum	14	1	1	0%	0%	0%	0%	0%	0%	0%	0%	0%
Burdwan	35	2	1	0%	0%	0%	0%	0%	0%	0%	0%	0%
Nadia	18	1	1	0%	0%	0%	0%	0%	0%	0%	0%	0%
N-24pgs	28	1	1	100%	0%	0%	0%	0%	0%	0%	0%	0%
Hooghly	17	1	1	0%	100%	0%	0%	0%	0%	0%	100%	0%
Bankura	16	1	1	0%	0%	0%	0%	0%	0%	0%	0%	0%
Purulia	15	1	1	100%	0%	0%	0%	0%	0%	0%	0%	0%
Howrah	19	1	1	0%	0%	0%	0%	0%	0%	0%	0%	0%
Kolkata	17	0	3	0%	33%	0%	0%	0%	0%	0%	0%	0%
S-24 pgs	30	2	1	0%	0%	0%	0%	0%	0%	0%	0%	0%
Midnapore_E	27	1	2	0%	0%	0%	0%	0%	0%	0%	0%	0%
Midnapore_W	30	2	1	50%	100%	0%	100%	0%	0%	0%	100%	0%
State Report(in %)		20	19	25%	21%	0%	40%	0%	0%	60%	75%	0%
State Report (in absolute no.)				5	4	0	2	0	0	3	3	0

[Source: PT- 1, Question no. 11a,b]

Table No. - 4.51

**OPINION OF HEAD TEACHER (IN %) ON WHETHER APPROPRIATE EVALUATION
PROCEDURE REDUCE THE DEPENDENCE OF STUDENTS OF PRIVATE TUITION**

District Code	Total School	Primary			Upper Primary & Secondary			HS		
		Total Pry. School	Yes	NR	Total Sec. School	Yes	NR	Total HS. School	Yes	NR
Jalpaiguri	16	11	54.5%	6.3%	3	100.0%	0.0%	2	50.0%	0.0%
Coochbehar	16	11	81.8%	0.0%	3	66.7%	0.0%	2	100.0%	0.0%
D_Dinajpur	15	11	81.8%	0.0%	2	100.0%	0.0%	2	100.0%	0.0%
Malda	16	11	90.9%	0.0%	3	100.0%	0.0%	2	50.0%	0.0%
Murshidabad	17	12	91.7%	0.0%	3	33.3%	33.3%	2	50.0%	0.0%
Birbhum	14	10	90.0%	7.1%	2	100.0%	0.0%	2	50.0%	50.0%
Burdwan	35	25	72.0%	11.4%	7	85.7%	14.3%	3	66.7%	0.0%
Nadia	18	12	91.7%	0.0%	4	75.0%	0.0%	2	50.0%	0.0%
N-24pgs	28	18	66.7%	0.0%	8	87.5%	0.0%	2	100.0%	0.0%
Hooghly	17	12	91.7%	0.0%	3	66.7%	0.0%	2	100.0%	0.0%
Bankura	16	11	90.9%	0.0%	3	100.0%	0.0%	2	100.0%	0.0%
Purulia	15	11	90.9%	0.0%	2	50.0%	0.0%	2	50.0%	0.0%
Howrah	19	12	91.7%	0.0%	5	60.0%	0.0%	2	100.0%	0.0%
Kolkata	17	9	100.0%	0.0%	5	60.0%	20.0%	3	66.7%	0.0%
S-24 pgs	30	21	85.7%	0.0%	6	83.3%	0.0%	3	100.0%	0.0%
Midnapore_E	27	21	90.5%	3.7%	3	100.0%	0.0%	3	33.3%	0.0%
Midnapore_W	30	22	63.6%	3.3%	5	60.0%	0.0%	3	66.7%	0.0%
State Report (in %)	346	240	82.1%	2.3%	67	77.6%	4.5%	39	71.8%	2.6%
State Report (in absolute no.)			197	8		52	3		28	1

[Source: PT- 1, Question no. 11d]

Table No. - 4.52

RESPONSE OF HEAD TEACHER (IN %) ON ACTIVITY-BASED TEACHING LEARNING, CO-CURRICULAR ACTIVITIES

District Code	Total School	Primary						Upper Primary & Secondary						HS			
		Total Ppy. School	Activity-based Teaching Learning		Co-curricular Activities		Total Sec. School	Activity-based Teaching Learning		Co-curricular Activities		Total HS School	Activity-based Teaching Learning		Co-curricular Activities		
			Yes	NR	Yes	NR		Yes	NR	Yes	NR		Yes	NR	Yes	NR	
Jalpaiguri	16	11	90.9%	6.3%	81.8%	18.2%	3	66.7%	0.0%	100.0%	0.0%	2	100.0%	0.0%	100.0%	0.0%	
Coochbehar	16	11	100.0%	0.0%	100.0%	0.0%	3	100.0%	0.0%	100.0%	0.0%	2	100.0%	0.0%	100.0%	0.0%	
D_Dinajpur	15	11	100.0%	0.0%	81.8%	0.0%	2	100.0%	0.0%	100.0%	0.0%	2	100.0%	0.0%	100.0%	0.0%	
Malda	16	11	90.9%	0.0%	81.8%	0.0%	3	100.0%	0.0%	100.0%	0.0%	2	100.0%	0.0%	100.0%	0.0%	
Murshidabad	17	12	91.7%	0.0%	83.3%	8.3%	3	66.7%	33.3%	66.7%	33.3%	2	50.0%	0.0%	100.0%	0.0%	
Birbhum	14	10	90.0%	7.1%	100.0%	0.0%	2	100.0%	0.0%	100.0%	0.0%	2	100.0%	0.0%	100.0%	0.0%	
Burdwan	35	25	88.0%	8.6%	84.0%	12.0%	7	100.0%	0.0%	100.0%	0.0%	3	100.0%	0.0%	100.0%	0.0%	
Nadia	18	12	100.0%	0.0%	91.7%	8.3%	4	100.0%	0.0%	100.0%	0.0%	2	100.0%	0.0%	100.0%	0.0%	
N-24pgs	28	18	94.4%	0.0%	72.2%	0.0%	8	87.5%	0.0%	100.0%	0.0%	2	100.0%	0.0%	100.0%	0.0%	
Hooghly	17	12	100.0%	0.0%	100.0%	0.0%	3	100.0%	0.0%	100.0%	0.0%	2	100.0%	0.0%	100.0%	0.0%	
Bankura	16	11	100.0%	0.0%	100.0%	0.0%	3	100.0%	0.0%	100.0%	0.0%	2	100.0%	0.0%	100.0%	0.0%	
Purulia	15	11	100.0%	0.0%	100.0%	0.0%	2	50.0%	0.0%	50.0%	0.0%	2	100.0%	0.0%	100.0%	0.0%	
Howrah	19	12	100.0%	0.0%	91.7%	8.3%	5	80.0%	0.0%	100.0%	0.0%	2	100.0%	0.0%	100.0%	0.0%	
Kolkata	17	9	100.0%	0.0%	100.0%	0.0%	5	80.0%	0.0%	100.0%	0.0%	3	100.0%	0.0%	100.0%	0.0%	
S-24 pgs	30	21	95.2%	0.0%	85.7%	4.8%	6	83.3%	0.0%	100.0%	0.0%	3	100.0%	0.0%	100.0%	0.0%	
Midnapore_E	27	21	85.7%	7.4%	81.0%	9.5%	3	100.0%	0.0%	100.0%	0.0%	3	66.7%	33.3%	100.0%	0.0%	
Midnapore_W	30	22	100.0%	0.0%	100.0%	0.0%	5	100.0%	0.0%	100.0%	0.0%	3	100.0%	0.0%	100.0%	0.0%	
State Report (in %)	346	240	95.0%	2.0%	89.2%	4.6%	67	89.6%	1.5%	97.0%	1.5%	39	94.0%	2.6%	100.0%	0.0%	
State Report (in absolute no.)			228	7	214	11		(60)	1	65	1		37	1	37		

[Source: PT- 1. Question no. 12a. 12b]

Table No. - 4.53

**RESPONSE OF HEAD TEACHER IN REGARD TO PARTICIPATION
IN INTER SCHOOL COMPETITION**

District Code	Total School	Participation of Schools in Inter School Competition		Organization of Co-curricular Activities Through School Complex	
		Yes	NR	Yes	NR
Jalpaiguri	16	81.25%	0.00%	87.50%	6.25%
Cooch Behar	16	62.50%	0.00%	93.75%	0.00%
D. Dimaipur	15	66.67%	0.00%	100.00%	0.00%
Malda	16	56.25%	0.00%	87.50%	0.00%
Murshidabad	17	58.82%	11.76%	88.24%	5.88%
Birbhum	14	85.71%	0.00%	92.86%	7.14%
Burdwan	18	68.66%	5.56%	82.94%	8.66%
Nadia	18	72.22%	5.66%	83.33%	5.66%
N-24 pgs	28	64.29%	0.00%	89.29%	0.00%
Hooghly	17	58.82%	0.00%	82.41%	0.00%
Bankura	18	62.50%	0.00%	100.00%	0.00%
Purulia	18	40.00%	0.00%	93.33%	0.00%
Howrah	19	73.68%	0.00%	89.47%	5.26%
Kolkata	17	76.47%	0.00%	88.24%	0.00%
S-24 pgs	30	70.00%	0.00%	83.33%	0.00%
Midnapore_I	27	73.89%	11.11%	77.78%	14.81%
Midnapore_W	30	70.00%	0.00%	93.33%	0.00%
State Report (in %)	346	68.2%	2.3%	88.2%	3.5%
State Report (in absolute no.)		236	8	305	12

[Source: PT- 1. Question no. 12e f]

Table No. - 4.54

RESPONSE OF HEAD TEACHERS ON THE USAGE OF ACTIVITY BASED
MANUALS IN THE SCHOOLS

District Code	Total School	The Primary English Teachers' Companion (WBPE)		Kajri Majhe Bhagyan(SCERT)		Kajri Madhyama Gant (SCERT)		Manual for Maths Laboratory (WBMSL)		Manual for Life Science (WBMSL)	
		Yes	NR	Yes	NR	Yes	NR	Yes	NR	Yes	NR
Jalpaiguri	16	81.3%	0.0%	62.5%	0.0%	75.0%	0.0%	96.3%	0.0%	62.5%	0.0%
Coochbehar	16	68.8%	0.0%	81.3%	0.0%	68.8%	0.0%	25.0%	6.3%	96.3%	0.0%
D. Dinsajpur	15	33.3%	0.0%	0.0%	0.0%	60.0%	0.0%	6.7%	0.0%	33.3%	0.0%
Malda	16	62.5%	12.5%	62.5%	0.0%	62.5%	0.0%	41.8%	0.0%	62.5%	0.0%
Murshidabad	17	58.8%	11.8%	4.2%	11.8%	33.3%	17.6%	11.8%	21.2%	20.6%	41.2%
Birbhum	14	57.1%	7.1%	64.3%	0.0%	5.7%	0.0%	31.2%	0.0%	50.0%	7.1%
Hurdwan	35	71.4%	14.3%	51.3%	57.1%	41.4%	17.1%	15.1%	42.9%	31.4%	43.0%
Nadia	18	50.0%	11.1%	55.6%	11.1%	55.6%	11.1%	27.8%	0.0%	0.0%	0.0%
N. 24 pgs	28	53.6%	14.3%	46.4%	17.9%	42.1%	20.4%	0.0%	13.3%	62.5%	43.0%
Bongaib	17		0.0%	11.2%	0.0%	41.2%	0.0%	25.0%	5.0%	33.3%	0.0%
Bankura	16	56.3%	12.5%	68.8%	6.3%	62.5%	4.3%	12.5%	13.3%	0.0%	0.0%
Purulia	15	73.3%	0.0%	66.7%	0.0%	96.7%	0.0%	0.0%	0.0%	0.0%	0.0%
Bhowani	19	78.9%	5.3%	68.4%	5.3%	60.0%	0.0%	31.6%	0.0%	31.6%	5.3%
Kolkata	17	52.9%	5.9%	41.2%	23.5%	35.3%	23.5%	20.0%	23.5%	20.0%	23.5%
S. 24 pgs	30	46.7%	3.3%	43.3%	0.0%	40.0%	0.0%	20.0%	3.3%	20.0%	3.3%
Medinipur B	27	74.1%	7.4%	50.0%	14.8%	48.1%	14.8%	33.3%	41.3%	20.0%	41.3%
Medinipur A	30	63.3%	3.3%	56.7%	0.0%	50.0%	0.0%	20.0%	0.0%	20.0%	0.0%
State Report (in %)	346	61.3%	7.2%	55.8%	9.5%	51.2%	9.5%	20.9%	12.7%	37.0%	13.9%
State Report in absolute no.)		212	24	198	28	177	28	88	43	128	59

[Source: PT- 1, Question no. 12g]

ANNEXURE - II

Data Tables of P.T. 2 Test

Table A.11 Teachers Profile (Male)

[M-Male, F-Female]

Dist. Code	Regular Teacher				Para Teacher				Teacher Assigned for Managing / Supervision				Total
	Trained		Untrained		Trained		Untrained		Trained		Untrained		
	m	f	m	f	m	f	m	f	m	f	m	f	
1960	11	1	0	3	1	1	2	2	1	0	1	1	45
1961	22	3	16	2	1	2	0	1	1	2	2	0	45
1962	13	1	5	4	0	0	0	2	1	2	0	0	35
1963	17	7	0	3	10	1	0	1	1	0	0	0	54
1967	12	7	21	0	0	1	3	1	0	0	1	0	50
1968	07	13	14	2	0	0	0	0	1	1	2	0	31
1969	09	21	5	4	3	0	1	0	1	2	0	0	59
1970	03	1	2	1	0	0	4	3	0	0	0	0	54
1971	08	12	0	0	0	0	3	3	0	0	0	0	36
1972	11	01	2	1	1	0	0	10	11	10	0	0	171
1973	10	4	1	2	0	0	0	2	1	0	0	0	39
1974	14	0	0	0	0	0	0	0	1	0	2	0	33
1975	00	00	00	00	1	0	0	0	1	0	0	0	03
1976	04	0	21	0	1	1	2	1	0	0	1	0	34
1978	04	32	1	0	3	1	1	2	0	0	0	0	43
1979	20	12	14	1	3	0	4	3	0	0	0	0	63
Grand Total	413	164	195	20	20	12	26	43	73	23	9	1	984

Data Source: Item 7, PT2

Table: A 5.2: Teachers' Profile (Urban)

[*M=Male; *F=Female]

*M=Male; *F=Female													
Dist. Code	Regular Teacher				Para Teacher				Teacher Appointed by Managing Committee				Total
	Trained		Untrained		Trained		Untrained		Trained		Untrained		
	M	F	M	F	M	F	M	F	M	F	M	F	
1902	0	7	0	2	0	1	0	1	0	1	0	1	13
1903	3	2	2	0	0	0	0	0	0	0	0	0	7
1905	5	1	1	1	0	0	0	0	0	0	0	0	8
1906	4	5	0	2	0	0	0	0	1	4	0	0	16
1907	1	0	4	1	0	0	0	0	0	0	0	0	6
1908	4	0	0	0	0	1	0	0	0	0	0	0	5
1909	13	11	7	7	0	0	1	1	1	1	0	0	42
1910	6	15	5	0	0	0	0	0	1	11	0	0	38
1911	18	18	8	5	1	1	0	0	0	0	0	0	51
1912	9	2	1	0	0	0	1	0	2	0	3	2	20
1913	2	9	0	1	0	0	0	0	1	0	0	0	13
1914	4	0	2	0	0	0	0	0	3	0	0	0	9
1916	9	11	1	1	0	0	0	0	1	2	0	0	25
1917	18	23	6	4	1	4	2	5	5	3	0	2	73
1918	5	16	0	1	0	0	0	0	0	0	0	0	22
1919	5	7	2	0	0	0	0	0	0	0	0	0	14
1920	9	2	2	0	0	0	0	0	0	0	0	0	13
Grand Total	115	129	41	25	2	7	4	7	15	22	3	5	375

Data Source: Item7, PT2

Table A 5.3: Teachers' Observations on Classroom Processes (Rural)

Sl. No. of Issues Raised	Total Number & Percentage of Teachers who have									
	Strongly Agreed (5)		Agreed(4)		Undecided(3)		Disagreed (2)		Strongly Disagreed (1)	
	in number	in %	in number	in %	in number	in %	in number	in %	in number	in %
i	161	22.80	319	45.18	55	7.79	109	15.44	49	6.94
ii	106	15.01	282	39.94	41	5.81	187	26.49	76	10.76
iii	272	38.53	336	47.59	41	5.81	32	4.53	11	1.56
iv	427	60.48	242	34.28	12	1.70	5	0.71	8	1.13
v	214	30.31	275	38.95	42	5.95	99	14.02	62	8.78
vi	218	30.88	352	49.86	59	8.36	50	7.08	13	1.84
vii	456	64.59	215	30.45	8	1.13	8	1.13	3	0.42
viii	258	36.54	336	47.59	39	5.52	40	5.67	19	2.69
ix	293	41.50	313	44.33	42	5.95	34	4.82	11	1.56
x	328	46.46	328	46.46	21	2.97	12	1.70	5	0.71
xi	228	32.29	278	39.38	50	7.08	104	14.73	28	3.97
xii	62	8.78	169	23.94	181	25.64	198	28.05	81	11.47
xiii	63	8.92	131	18.56	43	6.09	209	29.60	247	34.99
xiv	266	37.68	356	50.42	31	4.39	30	4.25	9	1.27

ix	284	35.98	293	41.90	57	8.07	66	6.52	41	9.81
xvi	217	30.74	332	47.03	61	8.64	51	7.22	30	4.35
xvii	76	10.76	191	27.05	103	14.45	228	32.29	86	12.18
xviii	258	36.54	336	47.59	39	5.52	40	5.67	19	2.69
xix	66	9.35	137	19.41	103	14.59	269	38.10	118	16.71
xx	246	34.84	280	39.66	47	6.66	70	9.92	50	7.08
xxi	70	9.92	191	27.05	80	11.33	244	34.56	108	15.30
xxii	265	37.54	345	48.87	38	5.38	39	5.52	6	0.85
xxiii	258	36.54	331	46.88	38	5.38	50	7.08	17	2.41
xxiv	367	51.98	277	39.24	23	3.26	14	1.98	11	1.56
xxv	265	37.54	345	48.87	38	5.38	39	5.52	6	0.85

Data source: PT 2, Serial 8, Items i – xxv

Table A 5.4 Teachers' Observations on Private Tution (Rural)

Sl. No. of Issues Raised	Total Number & Percentage of Teachers who have									
	Strongly Agreed (5)		Agreed (4)		Undecided (3)		Disagreed (2)		Strongly Disagreed (1)	
	no number	in %	no number	in %	no number	in %	no number	in %	no number	in %
i	82	11.61	218	30.48	161	22.49	177	25.07	51	7.31
ii	110	15.58	207	29.32	109	15.44	180	25.50	83	12.32
iii	23	3.26	65	9.21	183	25.92	296	41.95	125	17.71
iv	132	18.70	291	41.22	70	9.92	136	19.26	64	9.07
v	21	2.97	37	5.24	308	43.63	202	28.61	123	17.42
vi	50	7.08	148	20.96	200	28.33	206	29.18	89	12.61
vii	194	27.48	297	42.07	122	17.28	47	6.66	33	4.67
viii	37	5.24	118	16.71	201	28.47	235	33.29	102	14.45
ix	82	11.61	337	47.73	147	20.82	89	12.61	35	4.96
x	134	18.98	234	33.14	111	15.72	175	24.79	58	8.38

Data Source: PT 2, Serial 9, Items 1 - 5.

Table A 5.5: Teachers' Observations on Classroom Processes (Urban)

Sl. No. of Issues Raised	Total Number & Percentage of Teachers who have									
	Strongly Agreed (5)		Agreed (4)		Undecided (3)		Disagreed (2)		Strongly Disagreed (1)	
	in number	in %	in number	in %	in number	in %	in number	in %	in number	in %
i	93	29.25	105	33.02	21	6.60	81	25.47	11	3.46
ii	58	18.24	107	33.65	14	4.40	97	30.50	37	11.64
iii	117	36.79	139	43.71	24	7.55	26	8.18	8	2.52
iv	209	65.72	93	29.25	3	0.94	4	1.26	4	1.26
v	96	30.19	125	39.31	16	5.03	51	16.04	23	7.23
vi	103	32.39	149	46.86	26	8.18	24	7.55	9	2.83
vii	209	65.72	94	29.56	3	0.94	3	0.94	4	1.26
viii	160	50.31	115	36.16	13	4.09	18	5.66	4	1.26
ix	118	37.11	126	39.62	38	11.95	19	5.97	9	2.83
x	161	50.63	121	38.05	10	3.14	15	4.72	4	1.26
xi	139	43.71	119	37.42	21	6.60	27	8.49	5	1.57
xii	27	8.49	75	23.58	88	27.67	79	24.84	42	13.21
xiii	20	6.29	79	24.84	16	5.03	108	33.96	88	27.67
xiv	138	43.40	132	41.51	18	5.66	18	5.66	6	1.89

xv	124	38.99	121	38.05	16	5.03	36	11.32	14	4.40
xvi	124	38.99	133	41.82	14	4.40	22	6.92	16	5.03
xvii	47	14.78	102	32.08	47	14.78	75	23.58	35	11.01
xviii	130	40.88	124	38.99	39	12.26	15	4.72	5	1.57
xix	36	11.32	68	21.38	26	8.18	123	38.68	26	8.18
xx	119	37.42	114	35.85	21	6.60	42	13.21	14	4.40
xxi	38	11.95	86	27.04	27	8.49	107	33.65	51	16.04
xxii	123	38.68	146	45.91	20	6.29	15	4.72	8	2.52
xxiii	121	38.05	139	43.71	15	4.72	29	9.12	8	2.52
xxiv	133	41.82	129	40.57	26	8.18	16	5.03	7	2.20
xxv	115	36.16	103	32.39	34	10.69	26	8.18	28	8.81

Data source: PT 2, Serial 8, Items i – xxv

Table A 5.6: Teachers' Observations on Private Tuition (Urban)

Sl. No. of Issues Raised	Total Number & Percentage of Teachers who have									
	Strongly Agreed (5)		Agreed (4)		Undecided (3)		Disagreed (2)		Strongly Disagreed (1)	
	in number	in %	in number	in %	in number	in %	in number	in %	in number	in %
i	37	11.64	93	29.25	81	25.47	50	15.72	52	16.35
ii	88	27.67	70	22.01	74	23.27	55	17.30	27	8.49
iii	27	8.49	38	11.95	120	37.74	95	29.87	32	10.06
iv	77	24.21	119	37.42	27	8.49	59	18.55	31	9.75
v	13	4.09	11	3.46	126	39.62	93	29.25	71	22.33
vi	27	8.49	65	20.44	99	31.13	74	23.27	46	14.47
vii	89	27.99	127	39.94	59	18.55	21	6.60	15	4.72
viii	28	8.81	44	13.84	105	33.02	92	28.93	41	12.89
ix	55	17.30	148	46.54	66	20.75	19	5.97	22	6.92
x	66	20.75	128	40.25	59	18.55	41	12.89	19	5.97

Data Source: PT 2, Serial 9, Items i – x.

ANNEXURE-III

Primary tables of PT- 4

Table A7.1: Respondent Profile:

District	No. of VEC	% of respondents who say students go to private tutors		No. of WEC	% of respondents who say students go to private tutors		No. of Sec/MC	% of respondents who say students go to private tutors		Overa	
		in no.	in %		in no.	in %		in no.	in %	in no.	i
Jalpaiguri	34	28	82.4%	1	1	100.0%	7	5	71.4%	42	81
Coochbehar	29	28	96.6%	3	1	33.3%	16	16	100.0%	48	93
D_Dinajpur	34	34	100.0%	3	2	66.7%	8	8	100.0%	45	97
Malda	29	23	79.3%	8	8	100.0%	11	10	90.9%	48	85
Murshidabad	33	31	93.9%	6	6	100.0%	5	5	100.0%	44	95
Birbhum	41	40	97.6%	0	0	0.0%	13	12	92.3%	54	96
Burdwan	53	49	92.5%	13	10	76.9%	22	21	95.5%	88	90
Nadia	32	32	100.0%	10	10	100.0%	7	6	85.7%	49	98
N-24pgs	34	33	97.1%	16	13	81.3%	29	27	93.1%	79	92
Hooghly	19	19	100.0%	7	5	71.4%	15	15	100.0%	41	95
Bankura	34	32	94.1%	7	4	57.1%	7	7	100.0%	48	89
Purulia	21	14	66.7%	3	3	100.0%	17	10	58.8%	41	63
Howrah	33	30	90.9%	8	4	50.0%	10	8	80.0%	51	82
Kolkata	4	4	100.0%	9	9	100.0%	12	11	91.7%	25	90
S-24pgs	57	55	96.5%	2	2	100.0%	30	30	100.0%	89	91
Midnapore-E	42	36	85.7%	3	3	100.0%	6	5	83.3%	51	80
Midnapore-W	69	67	97.1%	5	3	60.0%	12	11	91.7%	86	90
Overall	598	555	92.8%	104	84	80.8%	227	207	91.2%	929	90

[Data Source : PT-4 , Item No. :1 & 2a]

Table A7.2 : Reasons for taking Private tuition :

Reasons Code	Reasons	1st important reason	2nd important reason	3rd important reason	4th important reason	5th important reason
1	Private tutors teach in a language easily understood by the students	11.6%	2.5%	3.7%	4.4%	7.5%
2	Private tutors simplify the content / subject matter in order to make the students understand	15.8%	11.9%	6.7%	6.1%	5.7%
3	Private tutors write the answers for the students and in this way prepare them for examinations	5.9%	10.3%	9.7%	9.7%	6.7%
4	Private tutors are more friendly with the students	2.2%	7.2%	8.0%	7.0%	5.1%
5	Students look upon private tutors as their near and dear ones	1.4%	3.4%	3.5%	5.2%	4.6%
6	Teachers of the school do not give sufficient time for classroom teaching	3.7%	1.9%	3.5%	2.0%	1.0%
7	Teachers do not attend the school regularly	0.8%	1.6%	1.5%	0.8%	1.1%
8	Students can not understand the lesson taught by the teachers	0.8%	1.1%	1.8%	1.3%	1.5%
9	There is dearth of teachers in the school	20.9%	9.6%	10.6%	9.1%	6.9%
10	There is no proper teaching -learning environment in the school owing to lack of space and other reasons	2.7%	5.7%	4.0%	3.7%	3.6%
11	The Parents / Guardians can not help their child / children in their studies	13.7%	16.3%	14.6%	11.2%	6.4%
12	Going for private tutions / Engaging Private tutors have almost become a convention these days	4.7%	7.4%	11.6%	10.4%	9.0%
13	Engaging a private tutor signifies economic well-being of a family	1.2%	1.8%	2.5%	5.8%	4.8%

Reasons Code	Reasons	1st important reason	2nd important reason	3rd important reason	4th important reason	5th important reason
14	In a particular place, all students go to a particular tutor for private tuition in a particular subject	0.3%	1.3%	3.0%	5.4%	4.4%
15	Taking private tuition ensures higher marks	7.6%	10.8%	7.7%	9.5%	21.6%

(Data Source : PT-4 , Item No. :2b)

Table A7.3: Observations of Community Members on different pedagogical issues

District	Local teachers offer PT	PT effective in preparation of exam	Students taking PT perform better in exam	Regular teacher are engaged in PT	Private tutors teach in big groups	PT help the students in writing the answers of all subs	One private tutor teaches all subs	Students are punished in the schools	Parents bound to send students to PT for exams	Provision for remedial lessons in schools	Remedial measures taken in schools to address difficulties of the students
	in %	in %	in %	in %	in %	in %	in %	in %	in %	in %	in %
	7	8	9	10	11	12	13	14	15	16	17
Jalpaiguri	27.1%	89.6%	83.3%	47.9%	77.1%	75.0%	62.5%	35.4%	64.6%	66.7%	66.7%
Coochbehar	18.8%	85.4%	91.7%	14.6%	81.3%	64.6%	47.9%	27.1%	47.9%	50.0%	35.4%
Dinajpur	17.8%	91.1%	93.3%	13.3%	60.0%	80.0%	55.6%	22.2%	60.0%	57.8%	48.9%
Malda	10.4%	81.3%	81.3%	14.6%	56.3%	45.8%	35.4%	18.8%	54.2%	54.2%	62.5%
Murshidabad	24.4%	95.6%	91.1%	26.7%	84.4%	71.1%	51.1%	24.4%	46.7%	60.0%	68.9%
Birbhum	7.4%	92.6%	100.0%	13.0%	81.5%	85.2%	59.3%	22.2%	72.2%	27.8%	31.5%
Burdwan	13.0%	76.1%	77.2%	16.3%	79.3%	56.5%	35.9%	12.0%	32.6%	62.0%	69.6%
Nadia	34.0%	88.7%	90.6%	32.1%	69.8%	67.9%	45.3%	30.2%	54.7%	58.5%	49.1%
N-24pgs	36.7%	70.9%	87.3%	34.2%	72.2%	44.3%	50.6%	22.8%	57.0%	51.9%	53.2%
Hooghly	27.7%	91.5%	80.9%	38.3%	74.5%	68.1%	44.7%	25.5%	48.9%	57.4%	66.0%
Bankura	14.6%	70.8%	68.8%	10.4%	62.5%	56.3%	41.7%	12.5%	41.7%	58.3%	56.3%

District	Local teachers offer PT	PT effective for preparation of exam	Students taking PT perform better in Exam	Regular teacher are engaged in PT	Private tutors teach in big groups.	PT help the students in writing the answers of all subs	One private tutor teaches all subs.	Students are punished in the schools	Parents / Guardians are bound to send students to PT for exams.	Provision for remedial lessons in schools	Remedial measures taken in schools to address difficulties of the students
	in %	in %	in %	in %	in %	in %	in %	in %	in %	in %	in %
	3	8	9	10	11	12	13	14	15	16	17
Purulia	0.0%	62.2%	75.6%	4.4%	48.9%	46.7%	13.3%	0.0%	20.0%	68.9%	71.1%
Howrah	31.5%	85.2%	83.3%	27.8%	72.2%	59.3%	40.7%	0.0%	44.4%	53.7%	79.6%
Kolkata	32.0%	90.0%	80.0%	32.0%	58.0%	56.0%	50.0%	12.0%	30.0%	56.0%	66.0%
S-24pgs	31.1%	83.3%	86.7%	25.6%	75.6%	62.2%	58.9%	23.3%	65.6%	56.7%	63.3%
Midnapore -E	33.3%	64.7%	80.4%	35.3%	70.6%	62.7%	52.9%	13.7%	43.1%	51.0%	51.0%
Midnapore -W	8.1%	74.4%	80.2%	9.3%	73.3%	45.3%	43.0%	12.8%	40.7%	52.3%	52.3%
Overall	22.4%	83.4%	86.4%	24.4%	73.6%	62.6%	48.7%	20.1%	51.0%	57.9%	61.2%

[Data Source : PT-4 , Item No. :3, 8, 9 to 17, 18a, 19, 20a & 21]

Table A7.4: Observations of Community Members on effects of lessening of textual matter on private tuition

	Total Respondents / dist.	Effect on the practice of private Tuition lessening of Textual matter and through a change in the syllabus					
		Increased		Decreased		Same as before	
		in no.	in %	in no.	in %	in no.	in %
Jalpaiguri	48	12	25.0%	9	18.8%	24	50.0%
Coochbehar	48	31	64.6%	3	6.3%	14	29.2%
D_Dinajpur	45	33	73.3%	4	8.9%	8	17.8%
Malda	48	17	35.4%	6	12.5%	25	52.1%
Murshidabad	45	26	57.8%	4	8.9%	15	33.3%
Birbhum	54	28	51.9%	4	7.4%	22	40.7%
Burdwan	92	18	19.6%	21	22.8%	53	57.6%
Nadia	53	27	50.9%	3	5.7%	18	34.0%

N-24pgs	79	32	40.5%	4	5.1%	41	51.9%
Hooghly	47	15	31.9%	4	8.5%	28	59.6%
Bankura	48	21	43.8%	11	22.9%	13	27.1%
Purulia	45	7	15.6%	11	24.4%	23	51.1%
Howrah	54	16	29.6%	5	9.3%	32	59.3%
Kolkata	50	16	32.0%	3	6.0%	30	60.0%
S-24pgs	90	46	51.1%	10	11.1%	34	37.8%
Midnapore-E	51	23	45.1%	8	15.7%	20	39.2%
Midnapore-W	86	36	41.9%	10	11.6%	40	46.5%
Overall	983	404	41.1%	120	12.2%	440	44.8%

[Data Source : PT-4 , Item No. :4]

Table A7.5: Observations of Community Members on the stage at which private tuition is more rampant.

District	Total Respo ndents / dist.	Stage at which Private Tuition is more common							
		Primary		Upper Primary		Secondary		Higher Secondary	
		<i>in no.</i>	<i>in %</i>	<i>in no.</i>	<i>in %</i>	<i>in no.</i>	<i>in %</i>	<i>in no.</i>	<i>in %</i>
Jalpaiguri	48	4	8.33%	6	12.50%	34	70.83%	2	4.17%
Coochbehar	48	8	0.81%	5	10.42%	31	64.58%	4	8.33%
D_Dinajpur	45	2	0.20%	7	15.56%	34	75.56%	2	4.44%
Malda	48	2	0.20%	4	8.33%	36	75.00%	6	12.50%
Murshidabad	45	8	0.81%	3	6.67%	31	68.89%	3	6.67%
Birbhum	54	11	1.12%	6	11.11%	33	61.11%	4	7.41%
Burdwan	92	15	1.53%	7	7.61%	55	59.78%	15	16.30%
Nadia	53	8	0.81%	6	11.32%	29	54.72%	10	18.87%
N-24pgs	79	11	1.12%	7	8.86%	44	55.70%	16	20.25%
Hooghly	47	9	0.92%	1	2.13%	25	53.19%	12	25.53%
Bankura	48	6	0.61%	5	10.42%	28	58.33%	6	12.50%

District	Total Respo ndents / dist.	Stage at which Private Tuition is more common							
		Primary		Upper Primary		Secondary		Higher Secondary	
		<i>in no.</i>	<i>in %</i>	<i>in no.</i>	<i>in %</i>	<i>in no.</i>	<i>in %</i>	<i>in no.</i>	<i>in %</i>
Purulia	45	6	0.61%	2	4.44%	29	64.44%	7	15.56%
Howrah	54	4	0.41%	6	11.11%	31	57.41%	12	22.22%
Kolkata	50	8	0.81%	13	26.00%	17	34.00%	11	22.00%
S-24pgs	90	23	2.34%	10	11.11%	54	60.00%	3	3.33%
Midnapore-E	51	6	0.61%	8	15.69%	35	68.63%	2	3.92%
Midnapore-W	86	7	0.71%	8	9.30%	56	65.12%	15	17.44%
Overall	983	138	14.04%	104	10.58%	602	61.24%	130	13.22%

[Data Source : PT-4 , Item No. :6]

Table A7.6 : Observations of Community Members on people in different income groups who get more benefited by engaging private tutors.

District	Total Respondents / dist.	People in different income groups who get more benefitted by engaging Private Tutors for their children					
		HIG (high income)		MIG (mid.income)		LIG (low income)	
		<i>in no.</i>	<i>in %</i>	<i>in no.</i>	<i>in %</i>	<i>in no.</i>	<i>in %</i>
Jalpaiguri	48	22	45.83%	20	41.67%	5	10.42%
Coochbehar	48	33	68.75%	13	27.08%	2	4.17%
D_Dinajpur	45	30	66.67%	12	26.67%	2	4.44%
Malda	48	30	62.50%	13	27.08%	5	10.42%
Murshidabad	45	26	57.78%	13	28.89%	6	13.33%
Birbhum	54	30	55.56%	16	29.63%	8	14.81%
Burdwan	92	46	50.00%	21	22.83%	22	23.91%
Nadia	53	29	54.72%	15	28.30%	8	15.09%
N-24pgs	79	42	53.16%	23	29.11%	13	16.46%
Hooghly	47	25	53.19%	18	38.30%	4	8.51%
Bankura	48	20	41.67%	18	37.50%	7	14.58%

Purulia	45	28	62.22%	12	26.67%	2	4.44%
Howrah	54	19	35.19%	31	57.41%	3	5.56%
Kolkata	50	17	34.00%	22	44.00%	10	20.00%
S-24pgs	90	40	44.44%	41	45.56%	9	10.00%
Midnapore-E	51	33	64.71%	12	23.53%	5	9.80%
Midnapore-W	86	40	46.51%	34	39.53%	12	13.95%
Overall	983	510	51.88%	334	33.98%	123	12.51%

[Data Source : PT-4 , Item No. :7]

Table A7.7 : Observations of Community Members on effect of Terminal Evaluation on Private tuition.

District	Total Respondents / dist.	Effect of Terminal Evaluation on Private Tuition					
		Increased		Decreased		Same as before	
		in no.	in %	in no.	in %	in no.	in %
Jalpaiguri	48	14	29.17%	9	18.75%	21	43.75%
Coochbehar	48	19	39.58%	4	8.33%	25	52.08%
D_Dinajpur	45	34	75.56%	4	8.89%	7	15.56%
Malda	48	18	37.50%	6	12.50%	24	50.00%
Murshidabad	45	25	55.56%	4	8.89%	16	35.56%
Birbhum	54	19	35.19%	8	14.81%	25	46.30%
Burdwan	92	17	18.48%	18	19.57%	57	61.96%
Nadia	53	27	50.94%	4	7.55%	16	30.19%
N-24pgs	79	30	37.97%	5	6.33%	44	55.70%
Hooghly	47	16	34.04%	5	10.64%	26	55.32%
Bankura	48	20	41.67%	7	14.58%	18	37.50%
Purulia	45	8	17.78%	17	37.78%	16	35.56%
Howrah	54	14	25.93%	7	12.96%	32	59.26%
Kolkata	50	16	32.00%	9	18.00%	24	48.00%

S-24pgs	90	43	47.78%	10	11.11%	37	41.11%
Midnapore-E	51	21	41.18%	7	13.73%	22	43.14%
Midnapore-W	86	30	34.88%	14	16.28%	42	48.84%
Overall	983	371	37.74%	138	14.04%	452	45.98%

[Data Source : PT-4 , Item No. :5]

PRIMARY
TABLES
FROM PT - 5

ANNEXURE-IV

TABLE - 8.21

DISTRICTWISE NUMBER & PERCENTAGE GENDER
DISTRIBUTION OF RESPONDENTS

Total Respondents : 1010

District Code	Total respondents	Number & percentage of Tutors			
		Male		Female	
		in no.	in %	in no.	in %
Jalpaiguri	41	27	65.85%	14	34.15%
Cooch Behar	48	44	91.67%	4	8.33%
D_Dinajpur	45	31	68.89%	14	31.11%
Malda	48	39	81.25%	9	18.75%
Murshidabad	43	36	83.72%	7	16.28%
Birbhum	45	37	82.22%	6	13.33%
Burdwan	95	75	78.95%	20	21.05%
Nadia	53	40	75.47%	13	24.53%
North 24-Pgs	84	53	63.10%	31	36.90%
Hooghly	51	33	64.71%	18	35.29%
Bankura	43	30	69.77%	13	30.23%
Purulia	44	37	84.09%	7	15.91%
Howrah	59	28	47.46%	29	49.15%
Kolkata	56	35	62.50%	19	33.93%
South 24-Pgs	90	54	60.00%	36	40.00%
Midnapore_E	81	64	79.01%	17	20.99%
Midnapore_W	84	79	94.05%	5	5.95%
State Report	1010	742	73.47%	262	25.94%

[SOURCE : PT-5; Q. No. - 4]

PT - 5

TABLE NO. - 8.22

**PERCENTAGE DISTRIBUTION OF RESPONDENTS
BY AGE GROUPS**

Total Respondents : 1010

District Code	Total respondents	Percentage of respondents in the age Groups				
		<=20	21-40	41-60	> 60	NR
		in %	in %	in %	in %	in %
Jalpaigun	41	9.8%	80.5%	4.9%	2.4%	4.9%
Cooch Behar	48	6.3%	85.4%	6.3%	0.0%	0.0%
D_Dinajpur	45	28.9%	62.2%	8.9%	0.0%	0.0%
Malda	48	16.7%	66.7%	10.4%	2.1%	4.2%
Murshidabad	43	18.6%	72.1%	4.7%	2.3%	2.3%
Birbhum	45	15.6%	66.7%	8.9%	0.0%	8.9%
Burdwan	95	12.6%	67.4%	13.7%	1.1%	5.3%
Nadia	53	11.3%	73.6%	11.3%	1.9%	1.9%
North 24-Pgs	84	10.7%	78.6%	3.6%	3.6%	3.6%
Hooghly	51	17.6%	74.5%	7.8%	0.0%	0.0%
Bankura	43	11.6%	79.1%	9.3%	0.0%	0.0%
Purulia	44	9.1%	75.0%	13.6%	2.3%	0.0%
Howrah	59	3.4%	74.6%	16.9%	1.7%	3.4%
Kolkata	56	0.0%	71.4%	17.9%	7.1%	3.6%
South 24-Pgs	90	10.0%	72.2%	14.4%	3.3%	0.0%
Midnapore_E	81	7.4%	58.0%	23.5%	4.9%	6.2%
Midnapore_W	84	8.3%	72.6%	16.7%	0.0%	2.4%
State Report (in %)	1010	11.1%	71.9%	12.1%	2.1%	2.9%
State Report (in abs. no.)		112	726	122	21	29

[SOURCE : PT-5; Q. No. - 5]

PT - 5

TABLE NO. - 8.23

**PERCENTAGE DISTRIBUTION OF RESPONDENTS
BY SOCIAL CATEGORY**

Total Respondents : 1010

District Code	Total respondents	Percentage of respondents by Social Category					
		General (1)	SC (2)	ST (3)	OBC (4)	Min (5)	NR
		in %	in %	in %	in %	in %	in %
Jalpaiguri	41	56.1%	14.6%	24.4%	2.4%	0.0%	2.4%
Cooch Behar	48	22.9%	54.2%	2.1%	10.4%	10.4%	0.0%
D. Dinagpur	45	44.4%	35.6%	4.4%	4.4%	11.1%	0.0%
Malda	48	50.0%	20.8%	4.2%	10.4%	14.6%	0.0%
Murshidabad	43	60.5%	4.7%	2.3%	2.3%	30.2%	4.7%
Birbhum	45	40.0%	0.0%	0.0%	8.9%	46.7%	6.7%
Burdwan	95	63.2%	12.6%	0.0%	14.7%	6.3%	0.0%
Nadia	53	58.5%	15.1%	0.0%	7.5%	18.9%	0.0%
North 24-Pgs	84	59.5%	20.2%	2.4%	3.6%	14.3%	0.0%
Hooghly	51	60.8%	19.6%	2.0%	7.8%	9.8%	0.0%
Bankura	43	81.4%	4.7%	4.7%	9.3%	0.0%	0.0%
Purulia	44	52.3%	9.1%	13.6%	25.0%	0.0%	0.0%
Howrah	59	84.7%	3.4%	0.0%	0.0%	6.8%	5.1%
Kolkata	56	73.2%	8.9%	0.0%	7.1%	7.1%	3.6%
South 24-Pgs	90	50.0%	33.3%	0.0%	1.1%	15.6%	0.0%
Midnapore_E	81	76.5%	8.6%	1.2%	3.7%	4.9%	4.9%
Midnapore_W	84	75.0%	8.3%	6.0%	9.5%	1.2%	0.0%
STATE REPORT (IN %)	1010	60.7%	16.2%	3.3%	7.3%	11.0%	1.5%
<i>State Report (in abs. no.)</i>		613	164	33	74	111	15

[SOURCE : PT-5; Q. No. - 6]

**PERCENTAGE DISTRIBUTION OF RESPONDENTS
BY EDUCATIONAL QUALIFICATION**

Total Respondents : 1010

District Code	Total respondents	% of respondents with educational qualification					
		Upper Pry. (1)	Madhyamik (2)	HS (3)	Graduate (4)	Post. Graduate (5)	NR
		in %	in %	in %	in %	in %	in %
Jalpaiguri	41	2.4%	17.1%	29.3%	31.7%	14.6%	4.9%
Cooch Behar	48	4.2%	10.4%	14.6%	52.1%	18.8%	0.0%
D_Dinajpur	45	6.7%	40.0%	15.6%	24.4%	13.3%	0.0%
Malda	48	6.3%	29.2%	25.0%	18.8%	20.8%	0.0%
Murshidabad	43	2.3%	20.9%	32.6%	30.2%	9.3%	4.7%
Birbhum	45	2.2%	22.2%	26.7%	28.9%	15.6%	4.4%
Burdwan	95	4.2%	22.1%	15.8%	40.0%	14.7%	3.2%
Nadia	53	3.8%	18.9%	20.8%	49.1%	7.5%	0.0%
North 24-Pgs	84	7.1%	22.6%	19.0%	36.9%	13.1%	1.2%
Hooghly	51	7.8%	19.6%	17.6%	41.2%	11.8%	2.0%
Bankura	43	9.3%	14.0%	20.9%	34.9%	20.9%	0.0%
Purulia	44	4.5%	34.1%	13.6%	43.2%	4.5%	0.0%
Howrah	59	5.1%	15.3%	11.9%	40.7%	23.7%	3.4%
Kolkata	56	0.0%	8.9%	10.7%	50.0%	26.8%	3.6%
South 24-Pgs	90	5.6%	18.9%	24.4%	33.3%	17.8%	0.0%
Midnapore_E	81	6.2%	19.8%	22.2%	38.3%	7.4%	6.2%
Midnapore_W	84	4.8%	20.2%	23.8%	34.5%	16.7%	0.0%
State Report (in %)	1010	5.0%	20.6%	20.1%	37.2%	15.1%	2.0%
State Report (in abs. no.)		50	208	203	376	153	20

[SOURCE : PT-5; Q. No. – 7]

PT - 5

TABLE NO. - 8.25

PERCENTAGE DISTRIBUTION OF RESPONDENTS
BY KIND OF TRAINING & DETAILS THEREOF

Total Respondents : 1010

District	Total respondents	% of Trained Private Tutors	Category of Training & Percentage of Trained Private Tutors				
			Nursery (1)	PTI / Equiv. (2)	B.Ed (3)	M.Ed (4)	Others (5)
Jalpaiguri	41	12.2%	20.0%	20.0%	20.0%	0.0%	20.0%
Cooch Behar	48	25.0%	50.0%	16.7%	16.7%	0.0%	8.3%
D_Dinajpur	45	24.4%	27.3%	9.1%	18.2%	0.0%	18.2%
Malda	48	6.3%	0.0%	33.3%	0.0%	0.0%	66.7%
Murshidabad	43	4.7%	0.0%	0.0%	0.0%	0.0%	0.0%
Birbhum	45	6.7%	0.0%	0.0%	0.0%	0.0%	100.0%
Burdwan	95	7.4%	14.3%	14.3%	28.6%	0.0%	28.6%
Nadia	53	13.2%	57.1%	0.0%	14.3%	0.0%	28.6%
North 24-Pgs	84	15.5%	30.8%	0.0%	15.4%	0.0%	53.8%
Hooghly	51	7.8%	0.0%	0.0%	0.0%	25.0%	75.0%
Bankura	43	11.6%	40.0%	0.0%	20.0%	0.0%	0.0%
Purulia	44	9.1%	0.0%	75.0%	0.0%	0.0%	25.0%
Howrah	59	13.6%	12.5%	0.0%	37.5%	0.0%	50.0%
Kolkata	56	12.5%	14.3%	28.6%	28.6%	0.0%	14.3%
South 24-Pgs	90	20.0%	16.7%	11.1%	38.9%	0.0%	27.8%
Midnapore_E	81	12.3%	10.0%	20.0%	30.0%	0.0%	0.0%
Midnapore_W	84	28.6%	16.7%	41.7%	12.5%	4.2%	16.7%
State Report (in %)	1010	14.2%	21.7%	17.5%	20.3%	1.4%	26.6%
State Report (in abs. no.)		143	31	25	29	2	38

[SOURCE : PT-5; Q. No. - 8 & 9]

PT - 5**TABLE NO. – 8.26****STATUS OF EMPLOYMENT OF THE RESPONDENTS (IN %)***Total Respondents : 1010*

District Name	Total respondents	Employment Status of Tutors	
		Unemployed (1)	Retired (2)
Jalpaiguri	41	92.7%	0.0%
Cooch Behar	48	91.7%	2.1%
D_Dinajpur	45	93.3%	0.0%
Malda	48	97.9%	2.1%
Murshidabad	43	97.7%	2.3%
Birbhum	45	88.9%	4.4%
Burdwan	95	84.2%	6.3%
Nadia	53	90.6%	3.8%
North 24-Pgs	84	88.1%	4.8%
Hooghly	51	96.1%	0.0%
Bankura	43	97.7%	2.3%
Purulia	44	100.0%	0.0%
Howrah	59	81.4%	1.7%
Kolkata	56	83.9%	7.1%
South 24-Pgs	90	92.2%	6.7%
Midnapore_E	81	77.8%	2.5%
Midnapore_W	84	94.0%	0.0%
State Report (in %)	1010	90.1%	3.1%
State Report (in abs. no.)		910	31

[SOURCE : PT-5; Q. No. - 10a]

PT - 5**TABLE NO. - 8.27a**

**PERCENTAGE OF RESPONDENTS FULLY ENGAGED IN
PRIVATE TUITION**

*Total Respondents :***1010**

District Name	Total respondents	% age engaged only in private tuition				
		Yes (1)		No (2)		NR
STATE REPORT (IN %)	1010	788	78.0%	182	18.0%	4.0%

[SOURCE : PT-5; Q. No. - 10b]

PT - 5**TABLE NO. - 8.27b**

**INFORMATION ABOUT RESPONDENTS WHO ARE ENGAGED
IN OTHER OCCUPATIONS AS WELL**

Total Respondents : 1010

District Name	% of employed respondents	Nature of Employment Status of Tutors (if employed)							
		Govt. Service. (1)	Non-Govt. Service (2)	Business (3)	Regular School Teacher (4)	Para Teacher (5)	Full Time College Teacher (6)	Part Time College Teacher (7)	Other Occupations (8)
State Report (in %)	22.5%	1.1%	9.9%	20.9%	4.4%	17.6%	0.0%	1.1%	50.5%
State Report (in abs. no.)		2	18	38	8	35	0	2	44

[SOURCE : PT-5; Q. No. - 10c]

PT - 5

TABLE NO. – 8.28a

DURATION OF ENGAGEMENT IN PRIVATE TUITION

Total Respondents : 1010

District Name	Total respondents	Duration in years				
		upto 5	6-10	11-15	16-20	more than 20
Jalpaiguri	41	80.5%	14.6%	0.0%	0.0%	4.9%
Cooch Behar	48	50.0%	31.3%	4.2%	10.4%	4.2%
D_Dinajpur	45	48.9%	31.1%	8.9%	6.7%	4.4%
Malda	48	62.5%	27.1%	2.1%	4.2%	4.2%
Murshidabad	43	60.5%	23.3%	9.3%	2.3%	4.7%
Birbhum	45	68.9%	20.0%	6.7%	0.0%	4.4%
Burdwan	95	54.7%	23.2%	12.6%	4.2%	5.3%
Nadia	53	32.1%	41.5%	11.3%	7.5%	7.5%
North 24-Pgs	84	47.6%	27.4%	11.9%	9.5%	3.6%
Hooghly	51	54.9%	27.5%	5.9%	7.8%	3.9%
Bankura	43	41.9%	25.6%	23.3%	7.0%	2.3%
Purulia	44	52.3%	25.0%	2.3%	9.1%	11.4%
Howrah	59	37.3%	28.8%	15.3%	13.6%	5.1%
Kolkata	56	28.6%	32.1%	10.7%	10.7%	17.9%
South 24-Pgs	90	48.9%	24.4%	13.3%	4.4%	8.9%
Midnapore_E	81	33.3%	39.5%	9.9%	7.4%	9.9%
Midnapore_W	84	47.6%	31.0%	6.0%	7.1%	8.3%
STATE REPORT (IN %)	1010	48.8%	28.2%	9.5%	6.7%	6.7%
<i>State Report (in abs. no.)</i>		493	285	96	68	68

[SOURCE : PT-5; Q. No. - 11a]

PT - 5

TABLE NO. – 8.28b

MONTHLY INCOME FROM PRIVATE TUITION

Total Respondents : 1010

District Name	Total respondents	Monthly Income in Rupees			
		Up to 2000	2001- 5000	5001-10000	more than 10000
Jalpaiguri	41	80.5%	19.5%	0.0%	0.0%
Cooch Behar	48	54.2%	35.4%	8.3%	2.1%
D_Dinajpur	45	77.8%	15.6%	6.7%	0.0%
Malda	48	79.2%	14.6%	6.3%	0.0%
Murshidabad	43	79.1%	16.3%	4.7%	0.0%
Birbhum	45	84.4%	15.6%	0.0%	0.0%
Burdwan	95	82.1%	16.8%	1.1%	0.0%
Nadia	53	66.0%	24.5%	5.7%	3.8%
North 24-Pgs	84	73.8%	19.0%	7.1%	0.0%
Hooghly	51	78.4%	21.6%	0.0%	0.0%
Bankura	43	76.7%	16.3%	7.0%	0.0%
Purulia	44	79.5%	20.5%	0.0%	0.0%
Howrah	59	66.1%	20.3%	11.9%	1.7%
Kolkata	56	44.6%	37.5%	14.3%	3.6%
South 24-Pgs	90	73.3%	25.6%	1.1%	0.0%
Midnapore_E	81	71.6%	24.7%	0.0%	3.7%
Midnapore_W	84	77.4%	19.0%	3.6%	0.0%
State Report (in %)	1010	73.3%	21.5%	4.4%	0.9%
State Report (in abs. no.)		740	217	44	9

[SOURCE : PT-5; Q. No. - 11b]

PT- 5**TABLE NO. – 8.29****INFORMATION ON SUSTENANCE OF FAMILY MEMBERS BY
PRIVATE TUTORS***Total Respondents : 1010*

District Name	% of respondents who are the only source of income for their family	% of respondents with no. of family members depending wholly on the respondents income					
		0	1-2	3-4	5-6	More than 6	NR
Jalpaiguri	26.8%	0.0%	18.2%	54.5%	27.3%	0.0%	0.0%
Cooch Behar	41.7%	0.0%	15.0%	30.0%	15.0%	10.0%	0.0%
D_Dinajpur	48.9%	9.1%	22.7%	45.5%	22.7%	9.1%	0.0%
Malda	29.2%	28.6%	7.1%	57.1%	35.7%	0.0%	0.0%
Murshidabad	34.9%	6.7%	6.7%	33.3%	26.7%	0.0%	0.0%
Birbhum	44.4%	5.0%	0.0%	60.0%	5.0%	5.0%	0.0%
Burdwan	40.0%	7.9%	10.5%	28.9%	18.4%	2.6%	0.0%
Nadia	54.7%	3.4%	6.9%	69.0%	34.5%	6.9%	0.0%
North 24-Pgs	34.5%	10.3%	6.9%	55.2%	27.6%	10.3%	0.0%
Hooghly	33.3%	0.0%	17.6%	82.4%	41.2%	0.0%	0.0%
Bankura	69.8%	13.3%	10.0%	36.7%	10.0%	3.3%	0.0%
Purulia	61.4%	3.7%	3.7%	40.7%	40.7%	11.1%	0.0%
Howrah	32.2%	5.3%	15.8%	63.2%	52.6%	15.8%	0.0%
Kolkata	42.9%	8.3%	20.8%	45.8%	4.2%	4.2%	0.0%
South 24-Pgs	43.3%	0.0%	10.3%	25.6%	15.4%	15.4%	0.0%
Midnapore_E	43.2%	5.7%	0.0%	45.7%	37.1%	20.0%	0.0%
Midnapore_W	59.5%	24.0%	12.0%	26.0%	26.0%	8.0%	0.0%
State Report (in %)	43.5%	8.4%	10.3%	46.7%	26.4%	8.2%	0.0%
State Report (in abs. no.)	439	37	45	205	116	36	0

[Source PT-5; Q. No. -11c & 11d]

PT - 5

TABLE NO. – 8.30

**PERCENTAGE OF RESPONDENTS PROVIDING PRIVATE TUITION
TO STUDENTS OF DIFFERENT CLASSES**

Total Respondents : 1010

Classes Taught	Tot. Respondents	% of respondents providing tuition
I --V	625	61.88%
VI-- VIII	426	42.18%
IX -- X	328	32.48%
XI --XII	119	11.78%

[SOURCE : PT-5; Q. No. - 12a]

PT - 5**TABLE NO. – 8.31****INCOME OF RESPONDENTS PROVIDING PRIVATE TUITION TO
STUDENTS OF DIFFERENT CLASSES***Total Respondents : 1010*

Classes Taught	Total Respondents	Income per Student in Rs. [% of respondents]				
		upto 50	51-100	101-200	201-500	more than 500
I	325	68.6%	24.0%	5.2%	2.2%	0.0%
II	343	70.0%	21.6%	7.3%	1.2%	0.0%
III	386	65.8%	24.6%	6.7%	2.6%	0.3%
IV	446	59.4%	29.1%	8.7%	2.0%	0.7%
V	398	47.2%	34.7%	13.1%	4.5%	0.5%
VI	334	38.3%	42.2%	14.7%	4.2%	0.6%
VII	338	33.4%	45.3%	16.0%	4.7%	0.6%
VIII	322	28.9%	46.0%	20.8%	4.0%	0.3%
IX	309	22.7%	47.9%	21.0%	6.8%	1.6%
X	300	25.7%	45.0%	21.0%	6.7%	1.7%
XI	113	17.7%	42.5%	24.8%	11.5%	3.5%
XII	107	16.8%	42.1%	26.2%	13.1%	1.9%

[SOURCE : PT-5; Q. No. - 12a]

PT - 5**TABLE NO. - 8.32****AVERAGE NO. OF STUDENTS TAUGHT BY THE
RESPONDENTS***Total Respondents :***1010**

District Name	Total respondents	Average Number of Students		
		Boys	Girls	Total
Jalpaiguri	41	14	8	22
Cooch Behar	48	23	21	44
D_Dinajpur	45	12	11	23
Malda	48	13	9	22
Murshidabad	43	15	12	28
Birbhum	45	15	12	27
Burdwan	95	11	9	20
Nadia	53	18	17	34
North 24-Pgs	84	10	9	19
Hooghly	51	10	8	18
Bankura	43	15	11	26
Purulia	44	11	9	20
Howrah	59	11	11	22
Kolkata	56	11	8	19
South 24-Pgs	90	12	12	24
Midnapore_E	81	12	10	21
Midnapore_W	84	14	12	26
State Report (in avg.)	1010	13	11	24
State Report (in abs. no.)		13154	11152	24306

[SOURCE : PT-5; Q. No. - 12b]

PT - 5

TABLE NO - 8.33

AVERAGE NO OF STUDENTS TAUGHT INDIVIDUALLY
& IN GROUPS

Total Respondents 1010

District Name	Total respondents	Average Number of Students Taught		% of respondents teaching group of students belonging to		
		Individually	In groups	None/Some	Difficult/Some	NR
Alappuzha	41	4	19	31.7%	61.0%	7.3%
Ernakulam	40	3	36	25.0%	72.9%	2.1%
Idukki	45	1	21	35.6%	60.0%	4.4%
Kannur	48	2	17	14.6%	85.4%	0.0%
Kasaragod	43	2	24	16.3%	81.4%	2.3%
Kollam	45	2	24	26.7%	68.9%	4.4%
Kozhikode	95	2	17	20.0%	63.2%	16.8%
Malappuram	53	2	29	24.5%	73.6%	1.9%
North 24 Pgs	84	2	16	17.9%	76.2%	6.0%
Palakkad	51	1	14	11.8%	86.5%	2.0%
Thiruvananthapuram	43	2	20	18.6%	81.4%	0.0%
Thrissur	44	1	13	52.3%	47.7%	0.0%
Wayanad	59	1	17	8.5%	86.4%	5.1%
Kudankulam	56	4	14	14.3%	75.0%	10.7%
South 24 Pgs	90	2	20	30.0%	67.8%	2.2%
Madhavaram	81	2	18	17.3%	76.5%	6.2%
Madhavaram W	84	2	23	25.0%	75.0%	0.0%
State Report (in abs. no)	1010	2	20	22.4%	72.9%	4.8%

[SOURCE : PT-5, Q. No. -12c, 12d & 12e]

PT-5

TABLE NO. - 8.14

PLACE AND AVERAGE NUMBER OF HOURS USED FOR PROVIDING
PRIVATE TUTOR

(and Respondents) 1010

District Village	Total respondents	Place where Private Tutor is provided					Average Number of Hours Spent on Per Tutor
		Home	Neighbour Residence	Community Centre	Other Place	Nil	
		in %	in %	in %	in %	in %	
Bharatpur	41	14.2	12.2	8.8	7.3	7.3	2
Chauri Bazar	43	52.3	31.3	8.3	8.3	8.8	4
Ch. Prasadpur	45	75.6	28.8	8.8	2.2	2.2	4
Chauri	48	71.3	16.7	4.2	3.4	8.8	4
Maharajpur	43	13.4	7.6	2.3	3.3	8.8	5
Chauri	45	62.2	5.4	15.8	2.2	8.8	5
Baranpur	27	63.2	14.7	8.8	18.3	18.8	4
Baran	52	62.3	17.8	5.3	19.2	19.8	5
Baran, Ch. Pr.	54	68.8	13.3	6.8	8.3	1.2	5
Baranpur	51	78.7	15.7	3.8	3.8	8.8	4
Baranpur	43	74.4	18.8	2.3	8.7	8.8	8
Baran	44	76.3	13.3	8.8	8.1	8.8	5
Baranpur	58	71.2	16.8	5.3	8.8	3.4	5
Baranpur	56	67.9	21.4	7.3	8.8	3.6	6
Baran, Ch. Pr.	92	73.6	18.8	8.9	5.6	8.8	5
Maharajpur, B.	81	63.4	6.2	18.3	4.9	4.9	5
Maharajpur, B.	84	64.8	19.8	19.8	7.1	8.8	5
Baran, Baran in abs. no.	1100	68.5	15.2	7.4	5.9	2.0	5
State Report (in abs. no.)		67.2	15.4	7.3	6.3	2.9	4795

[SOURCE: PT-5 Q. No. 12(A & 12G)]

PT-5**TABLE NO. – 8.35****FREQUENCY OF CARRYING OUT DIFFERENT
ACTIVITIES***Total Respondents :***1010**

Activity	% of Respondents			NR
	Always(1)	Sometimes(2)	Never(3)	
a	58.5%	36.0%	0.3%	5.1%
b	55.1%	38.7%	3.6%	2.6%
c	72.0%	25.2%	0.8%	2.0%
d	30.4%	57.7%	8.9%	3.0%
e	52.2%	35.2%	7.9%	4.7%
f	82.2%	14.5%	0.5%	2.9%
g	17.7%	47.1%	29.5%	5.6%
h	64.7%	19.2%	13.1%	3.1%
i	16.1%	71.7%	9.0%	3.2%
j	28.9%	57.6%	10.4%	3.1%
k	41.8%	54.1%	1.2%	3.0%
l	43.0%	43.5%	9.4%	4.2%

[SOURCE : PT-5; Q. No. – 13]

PT - 5**TABLE NO. - 8.36****PERCENTAGE OF TEACHERS COMPLETING SYLLABUS IN TIME***Total Respondents :***1010**

State Report	N. of Teachers		NR
	Completing Syllabus in time (1)	Failed to complete Syllabus in time (2)	
	92.7%	4.1%	3.3%

[SOURCE : PT-5; Q. No. - 14a]

PT - 5**TABLE NO. - 8.37****OPINION OF RESPONDENTS REGARDING PERFORMANCE AND TENDENCY TO REMAIN ABSENT OF STUDENTS***Total respondents :* **1010**

Opinion		% of Respondents saying		NR
		Yes / 1	No / 2	
a	Students taught by private tutors perform better	93.3%	4.1%	2.7%
b.	Comparison of tendency to remain absent from school / coaching center	66.7%	25.2%	8.0%

[SOURCE : PT-5; Q. No. - 16a & 16b]

PT - 5**TABLE NO. – 8.38****OPINION REGARDING REASONS FOR STUDENTS GOING
TO COACHING CLASS***Total Respondents : 1010*

Reason		% of Respondents	NR
1	They cannot understand the conventional transaction of lessons in the schools	35.9%	64.1%
2	Coaching classes are cleaner and more comfortable	13.2%	86.8%
3	They find joy in the lessons imparted in the coaching classes	27.4%	72.6%
4	Coaching centres concentrate more on preparation for the examinations as a result of which students can score higher in the examinations	70.8%	29.2%
5	Inadequate number of teachers in schools hampers the teaching - learning process	47.9%	52.1%
6	Other reasons	9.3%	90.7%

[SOURCE : PT-5; Q. No. - 16c]

PT - 5

TABLE NO. – 8.39a

**NUMBER OF STUDENTS TAUGHT, PROMOTED
TO NEXT CLASS AND LEAVING COACHING
CLASS IN PAST 1 YEAR**

Total Respondents : 1010

Parameters		Total number	Average	%
1	Students taught in past 1 year	31086	31	---
2	Students promoted to next class.	23774	24	76.5%
3	Students leaving coaching center	2662	3	8.6%

[SOURCE : PT-5; Q. No. - 17a , 17b & 17c]

PT - 5

TABLE NO. – 8.39b

**PERCENTAGE OF RESPONDENTS SHOWING
CHANGE IN THE NUMBER OF STUDENTS TAUGHT,
PROMOTED & LEAVING THE COACHING CENTERS**

Total Respondents : 1010

Parameters		Respondents	
		Total number	%
1	All students Promoted	570	56.4%
2	All students remaining in the coaching center	55	5.4%

[SOURCE : PT-5; Q. No. - 17a , 17b & 17c]

OBSERVATIONS OF RESPONDENTS REGARDING
PRIVATE TUITION*Total Respondents : 1010*

Observations		% of Respondents		
		Agree (1)	Disagree (2)	NR
a	Only good teachers offer private tuition	30.1%	66.9%	3.0%
b	Private Tutors understand the contents better	71.9%	24.8%	3.4%
c	Private Tutors know well the techniques of guiding the students to secure high marks in the examinations	78.5%	18.6%	2.9%
d	Engaging private tutors for the child / children is considered as an investment for future by the parents / guardians	65.1%	31.5%	3.4%
e	Private tutors are more capable of making the students understand the contents	87.4%	9.6%	3.0%
f	Private tuition is necessary for every learner	68.6%	28.8%	2.6%

[SOURCE : PT-5; Q. No. – 18]

State Council of Educational Research and Training (W.B.)
25/3, Ballygunge Circular Road
Kolkata-700019

“STUDY ON IMPLICATIONS OF PRIVATE TUITION”

PT-1

QUESTIONNAIRE FOR HEAD TEACHER

[Please put a tick “✓” mark in the appropriate box and provide relevant information in terms of your school. Kindly attach separate sheets, where necessary.]

CODE NO. : _____ DATE: _____ TIME: _____

1. a) Name of the school: _____

b) DISE code no. :

2. Name of the Head teacher: _____

3. Address of the school: _____

4. a) Type of school:

Govt. ☐ Govt. sponsored ☐ Govt. Aided ☐

Run by local body ☐

b) Location of school: Rural ☐ Urban ☐

5. a) Total number of students in the school:

CLASS	GENERAL		SCHEDULED CASTE		SCHEDULED TRIBE		MINORITY		OBC		PHYSICALLY HANDICAPPED		TOTAL
	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	
I													
II													
III													
IV													
V													
VI													
VII													
VIII													
IX													
X													
XI													
XII													
TOTAL													

b) Total number of teachers in the school:

Male

Female

Total

c) Please give subject-wise distribution of teachers in your school (including vacant posts):

d) Total number of teaching-learning days in school:
(excluding days for Unit /Terminal tests)

6. a) Do students of your school take help of private tuition?

Yes

No

b) If yes, please indicate the approximate percentage of students going for private tuition?

< 25%

25% - 50%

50% - 80%

> 80%

c) Indicate the reasons (in order of priority) for which students opt for private tuition?

1.

2.

3.

d) Please mention the subjects on which students mostly take tuition.

e) Please indicate the approximate number of coaching centres in the locality of your school.

7. a) Are the guardians / parents in favour of providing private tuition to their wards?

Yes

No

b) What do you think are the reasons of the guardian / parent in providing private tuition to their children?

1.

2.

3.

c) Do you think guardians/parents make any gender preferences while providing tuition to their children?

i. Boy: Yes ☐ No ☐

ii. Girl: Yes ☐ No ☐

d) Please identify the class from which the trend of taking private tuition starts?

8. a) Do majority of students like private tuition?

Yes ☐ No ☐

b) Do you think students really require private tuition?

Yes ☐ No ☐

c) i. If 'Yes', reasons for it.

ii. If 'No', reasons for it.

d) Are the students encouraged to ask questions in the classes?

Yes ☐ No ☐

e) What is your general opinion about the practice of private tuition?

Necessary ☐ Not necessary ☐

9. a) What do you think is the percentage (approximate) of the economic background of the family of the students of your school?

Low income group ☐ Middle income group ☐ High income group ☐

b) Please indicate the approximate percentage of different category of students (according to the income level of their family) of your school in the table:

Income level of Family	Category of students (in %)		
	Bright	Slow Learners	Average
Low income			
Middle income			
High income			

10. Please put tick "✓" mark in the appropriate box and also arrange the tick "✓" mark in the order of priority by adding 1,2,3, etc., beside the boxes

	YES	priority number	NO	priority number
a) Private tuition is necessary for average students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Private tuition offers an opportunity to the unemployed youth to have part-time employment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Private tuition is essential for slow learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Private tutors are better equipped in examination techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Private tuition helps the bright students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Private tutors have better knowledge of the subject	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Students taking private tuition score high marks in the examination	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Additional books in the booklist increases the dependence on private tuition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Private tuition often unfavourably influences the teacher-teacher & teacher-pupil relation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) Private tuition frustrates the objective of stress-free education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) The practice of private tuition un-necessarily increases the hidden cost of education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l) Students taking private tuition understand the class lesson better	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m) Students taking private tuition concentrate more on class-room teaching compared to other students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n) Investment on private tuition indirectly affects the nutritional status of children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o) Private tuition contributes to the increase in curricular load	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p) Students are not willing to learn at school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q) Private tutors provide notes for examination purpose	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r) Personal attention to students is provided during private tuition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11.a) Does your school have provision for tutorial classes for the students after the school hours?

Yes

☐

No

☐

b) For which type of students are the tutorial classes arranged in the school?

Bright students

☐

Slow Learners

☐

Average students

☐

c) Is it possible to make other alternative /special arrangements in your school for children to avoid the need for private tuition; please give your views.

d) Can appropriate evaluation procedure reduce the dependence of students on private tuition?

Yes

☐

No

☐

12. a) Does your school promote activity-based teaching-learning of different subjects?

Yes

☐

No

☐

b) Does your school promote co-curricular activities in the school?

Yes

☐

No

☐

c) What are the major games that the students have the scope to play in your school?

d) How many periods are allotted in the school time-table in a week for each of the following class in your school?

Class	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII
Period/week for Physical Education/ Activities												

e) Does your school participate in any inter-school competition of co-curricular activities?

Yes

☐

No

☐

f) Do you think co-curricular activities may be organized through school complex with neighbouring schools?

Yes

☐

No

☐

g) Please state whether the following manuals on innovative practices of student activities are utilized by the teachers of your school:

i) The Primary English Teacher's Companion
(-developed by WBBPE)

Yes

☐

No

☐

ii) Kajer Majhe Bigyan:
(-developed by SCERT)

Yes

☐

No

☐

iii) Kajer Madhyame Ganit:
(-developed by SCERT)

Yes

☐

No

☐

iv) Manual for Mathematics Laboratory
(-developed by WBBSE)

Yes

☐

No

☐

v) Manual for Life Style Education
(-developed by WBBSE)

Yes

☐

No

☐

13. What measures can you suggest to promote all round development of children?

Signature of the Head teacher with date & seal

Name & Signature of the surveyor

Date:

Place:

State Council of Educational Research and Training (W.B.)
25/3, Ballygunge Circular Road
Kolkata-700019

“STUDY ON IMPLICATIONS OF PRIVATE TUITION”

PT- 2

QUESTIONNAIRE FOR TEACHERS

[Please put a tick “✓” mark in the appropriate box and provide relevant information in terms of your school.]

1. Name and Address of the School:

2. DISE Code No. of the School: _____

3. Name and Address of the Teacher:

4. Contact Details of the Teacher:

Phone No: _____ Mobile No: _____

e-mail I/D: _____

5. Classes taught by the Teacher in the School: _____

6. Subjects taught by the Teacher in the School: _____

7. Details of the teacher [Put a tick “✓” mark in appropriate box]:

	Trained		Untrained	
	Male	Female	Male	Female
i. Regular Teacher				
ii. Para Teacher				
iii. Teacher appointed by M.C.				

8. Observations of the Teacher on Classroom Processes followed in your school [Put a tick "✓" mark in appropriate boxes]:

Sl. No.	Statement	Strongly Agree (5)	Agree (4)	Undecided (3)	Disagree (2)	Strongly Disagree (1)
i.	The durations of the periods in school are sufficient to discuss and elaborate topics with your students.					
ii	Teachers have enough time for preparation and planning of lessons.					
iii.	Teaching aid is effectively utilised in classroom processes.					
iv.	Short & probing questions help in better understanding in students.					
v.	Class durations are insufficient for identifying learning gaps among students.					
vi	Remedial classes are taken to bridge the learning gaps in slow learners.					
vii	Some students are always better prepared in the class than the rest.					
viii	Raising inquisitiveness among the learners is more important than memorizing of content by students and it is done in our school.					
ix	Teachers carry out follow up activities in school after attending State/District/Cluster level training programmes.					
x	Students are encouraged in co-curricular activities.					
xi	Students in your school participate in inter-school co-curricular events.					

SL No.	Statement	Strongly Agree (5)	Agree (4)	Undecided (3)	Disagree (2)	Strongly Disagree (1)
xii	Students complete their home tasks with the help of their private tutors.					
xiii	Students are not given home tasks everyday.					
xiv	Personal attentions are given to the students in solving problems in classroom.					
xv	It is possible for the students to be prepared for all the unit/terminal tests in school.					
xvi	Students are provided with simplified class notes.					
xvii	The sequence of learning tasks is not modified according to learners' needs.					
xviii	Additional efforts are given to prepare the weak students.					
xix	Demonstrations/activities can not be arranged during teaching.					
xx	Classroom teaching is being negatively influenced as a result of increased frequency of assessment.					
xxi	Suitable measures can not be taken in remedial classes for students whose performance is poor in unit tests.					
xxii	Initiatives are taken to transact lessons on different subjects in the classroom through suitable activities.					
xxiii	Evaluations of students are done on regular classroom activities.					
xxiv	TLMs are used in classroom to help students in attainment of their concepts.					
xxv	Computer Aided Learning (CAL) helps students in better understanding of concepts.					

9. Observations of the Teacher on Private Tuition [Put a tick "✓" mark in appropriate boxes]

Sl. No	Statement	Strongly Agree (5)	Agree (4)	Undecided (3)	Disagree (2)	Strongly Disagree (1)
i.	The study hours are effectively utilised in private classes					
ii	The content delivered by private tutors are impeding the natural progress of the classroom processes in school.					
iii.	Students who take private tuition give more incorrect responses.					
iv	High scores in examination do not ensure a better understanding of content.					
v	Teachers offering private tuition are highly skilled.					
vi	Private tutors equip their students with better techniques to score high in examination.					
vii	There is an alternative to private tuition.					
viii	The private tutors play a positive role in the overall teaching-learning process.					
ix	Students of your school take help of private tuition					
x	Majority of students like taking private tuition.					

Signature of the Teacher with date

Name & Signature of the surveyor

Date:

Place:

State Council of Educational Research & Training (W.B.)

25/3, Ballygunge Circular Road,

Kolkata - 700 019

"STUDY ON IMPLICATIONS OF PRIVATE TUITION"

PT - 3

Questionnaire for Guardians

(Choose the right answer and put a tick "0" mark in the box on the right hand side or provide the necessary information. Surveyors are requested to collect the information from the guardians who are unable to read and write, and write it accordingly.)

1. a) Your occupation is

Cultivation ☐ 1

Service ☐ 2

Business ☐ 3

Daily Labour ☐ 4

Only household work ☐ 5

Others ☐ 6

b) The occupation of your wife / husband is

Cultivation ☐ 1

Service ☐ 2

Business ☐ 3

Daily Labour ☐ 4

Only household work ☐ 5

Others ☐ 6

c) Your Educational qualification -

Less than Madhyamik ☐ 1

Madhyamik Pass ☐ 2

H.S. Pass ☐ 3

Graduate ☐ 4

Post Graduate ☐ 5

Illiterate ☐ 6

d) Educational qualification of your wife / husband is -

Less than Madhyamik ☐ 1

Madhyamik Pass ☐ 2

H.S. Pass ☐ 3

Graduate ☐ 4

Post Graduate ☐ 5

Illiterate ☐ 6

- 2 a) What part of your average monthly income do you spend on private tutors of your children?

- b) How much time do you spend in a day in helping your children with their studies?

- 3 Fill in the table below with the required information

Child	Son - Daughter (Put % mark in the appropriate place)		Class	Subject / Subjects in which Private tutors are engaged	Total Expenditure for Private Tutors
	Son	Daughter			
1st Child					
2nd Child					
3rd Child					
4th Child					

4. Reasons for sending your child / children to private tutor(s) are given below. Which of these are, in your opinion, the most important reasons? Please put a tick "☑" in the adjacent box.

☐ Private tutors teach the students in a simpler language

1

☐ Private tutors are more friendly with the students

2

☐ Private tutors simplify the subject matter & make understanding easy

3

☐ Students are less afraid of private tutors & they can ask questions more freely

4

☐ Students look upon private tutors as their near and dear ones

5

☐ Teachers in schools do not give sufficient time in classroom teaching

6

☐ Students cannot understand the lessons taught by the school teacher

7

- | | |
|--|----|
| <input type="checkbox"/> There is dearth of teachers in the school (s) | 8 |
| <input type="checkbox"/> There is no proper teaching-learning environment in the school owing to the lack of space or other reasons | 9 |
| <input type="checkbox"/> The guardians / parents cannot help their children at all the stages and in all the subjects | 10 |
| <input type="checkbox"/> Private tutors concentrate more on the probable questions for the examinations | 11 |
| <input type="checkbox"/> Going for private tuition / Engaging private tutors have almost become a convention now - a - days | 12 |
| <input type="checkbox"/> All students of a particular place go to a particular tutor for obtaining private tuition on a particular subject | 13 |
| <input type="checkbox"/> Students go to private tutors for scoring higher marks in the examinations | 14 |
| <input type="checkbox"/> One gets entry to higher education, if one takes private tuition | 15 |
| <input type="checkbox"/> Private tutors help the students in completing their hometasks | 16 |

Now put the five choices (already ticked off above) in order of preference.

1st Reason	2nd Reason	3rd Reason	4th Reason	5th Reason
a) <input style="width: 60px; height: 25px;" type="text"/>	b) <input style="width: 60px; height: 25px;" type="text"/>	c) <input style="width: 60px; height: 25px;" type="text"/>	d) <input style="width: 60px; height: 25px;" type="text"/>	e) <input style="width: 60px; height: 25px;" type="text"/>

5. The private tutors of your child / children are [please assign the correct number in the appropriate box (es)] -

	Number
Regular School Teacher	<input style="width: 60px; height: 25px;" type="text"/>
Para Teacher	<input style="width: 60px; height: 25px;" type="text"/>
Educated unemployed person	<input style="width: 60px; height: 25px;" type="text"/>
Educated person, engaged in other professions	<input style="width: 60px; height: 25px;" type="text"/>
Retired educated persons	<input style="width: 60px; height: 25px;" type="text"/>

6. Whom do you prefer as private tutors for your child / children?

School Teachers

1

Educated unemployed persons

2

Reason (s)

7. a) How many students learn together at a time at the place where your child / children go(es) for private tuition?

b) Are they the students of the same or different schools?

c) How do the private tutor(s) evaluate the performances of your child / children?

8. At which stage is 'private tuition' more rampant?

Primary Stage

1

Upper Primary Stage

2

Madhyamik Stage

3

Higher Secondary Stage

4

9. a) Do the teachers of the school of your child / children provide extra time for your child's education?

Yes

1

No

2

b) Has / have your child / children improved in his / her studies as a result of private tuition?

Yes

1

No

2

c) The Reason(s) in support of your answer :

d) Do the teachers give any home work to your child / children?

Yes

1

No

2

e) Do you have to cut down on any important expenditure of the family for making payment to the private tutors?

Yes

1

No

2

9. If yes, mention the expenditure head (s)

10. a) Do the teachers(s) of the school of your child / children apply activity based method / approach in classroom transactions?

Yes

1

No

2

b) If yes, then mention the subject(s) and the process of its evaluation

c) Do the teachers of the school of your child / children take the help of TLM(s) for helping them to have a clear concept of the contents?

Yes

1

No

2

d) Do the private tutors take the help of TLM (s) to build up a clear concept of your child / children?

Yes

1

No

2

e) Does / do the school / schools of your child / children make arrangements for games, sports and other co-curricular activities?

Yes

1

No

2

f) If yes, then mention the game(s) / co-curricular activities taken up by the school

Name & Signature of the
Surveyor

Signature of the
Guardian / Parent

Date :

Date :

Place :

Place :

State Council of Educational Research & Training (W.B.)

25/3, Ballygunge Circular Road,

Kolkata - 700 019

"STUDY ON IMPLICATIONS OF PRIVATE TUITION"

PT - 4

Questionnaire for members / officials of Village Samsad / Village Panchayat /
Pancyhayat Samiti / Block.

(The surveyors would read out the questionnaire and collect answers / information from the concerned member / official and record them as directed. Please put a tick "✓" mark in the box beside the correct answer.)

1 a) You are

A member of V E C

☐ 1

A member of W E C

☐ 2

President or Secretary of Managing Committee of the school

☐ 3

b) If you are a member of V E C / W E C mention the name of the Committee

2 a) Do the students of your locality go to Private tutors?

Yes

☐ 1

No

☐ 2

b) If your answer is 'yes', tick "✓" off the most important reasons, according to your opinion

☐ Private tutors teach in a language easily understood by the students

☐ 1

☐ Private tutors simplify the content / subject matter in order to make the students understand

☐ 2

☐ Private tutors write the answers for the students and in this way prepare them for examinations

☐ 3

☐ Private tutors are more friendly with the students

☐ 4

☐ Students look upon private tutors as their near and dear ones

☐ 5

☐ Teachers of the school do not give sufficient time for classroom teaching

☐ 6

☐ Teachers do not attend the school regularly

☐ 7

1. Students cannot understand the lesson taught by the teachers

8

2. There is dearth of teachers in the subject

9

3. There is no proper teaching-learning environment in the school leading to lack of space and other reasons

10

4. The Parents / Guardians have not help their child / children in their studies

11

5. Going for private tuition / Enjoining Private tuition have almost become a convention these days

12

6. Enjoining a private tutor signifies economical well-being of a family

13

7. In a particular place, all students go to a particular tutor for private tuition in a particular subject

14

8. Taking private tuition ensures higher marks

15

Write the five reasons (already ticked off) in the following boxes in order of preference

1st Reason

2nd Reason

3rd Reason

4th Reason

5th Reason

a) b) c) d) e)

c) If your answer is No, then mention the reasons

i) _____
ii) _____
iii) _____

3. Do the school teachers of your locality offer Private tuition?

Yes

1

No

2

4. Due to change in the syllabus and lessening of textual matter, private tuition has

Increased

1

Decreased

2

Same as before

3

5. Because of Terminal evaluation, private tuition has

Increased

1

Decreased

2

Same as before

3

6. At what stage private tuition is most common?
- Primary
- Upper Primary
- Middle / Secondary
- Upper Middle / Higher Secondary
7. Parents / Guardians of what economic status are most likely to be engaged (or likely to engage) private tutors for their children?
- High income group Middle income group
- Lower income group
8. For preparation of examinations, Private tuition is
- Effective Not effective
9. The results of the students who take private tuition are
- Better Worse
- than the results of the students not taking private tuition.
10. Are the regular teachers of the students engaged in private tuition?
- Yes No
11. Do most of the private tutors teach in big groups?
- Yes No
12. Do the private tutors help the students in writing the answers for all subjects?
- Yes No
13. Does one private tutor teach all the subjects?
- Yes No

14. Are the students provided in the syllabus?

Yes

1

No

2

15. Are the parents / guardians required to send their children to the private tuition centre by the system of examination in the syllabus?

Yes

1

No

2

16. The provision for remedial lessons in the syllabus is included?

Yes

1

No

2

17. If the student's does / do not perform satisfactorily in any or more than one subject, remedial measures are taken up in the syllabus?

Yes

1

No

2

18. a) Arrangement for extra, based on learning / learning process is made in the classroom?

Yes

1

No

2

b) If your answer is 'yes', how are the activities evaluated?

19. Do the teachers use T.M for testing up their progress for the student?

Yes

1

No

2

20. a) Does / do the schools organise different games / co-curricular activities for the students?

Yes

1

No

2

b) If your answer is 'yes', then mention the names of the games and time marked for each game.

1. Fill in the blanks of above the story, writing capital in a box or lower case in a box as the form says and
 a.

From

1

To

2

Signature & Signature of the
 Observer

Signature & Signature of the
 Observer

Date

Date

Date

Date

State Council of Educational Research & Training (W.B.)

25/3, Ballygunge Circular Road,

Kolkata - 700 019

"STUDY ON IMPLICATIONS OF PRIVATE TUITION"

PT - 5

Questionnaire for Private Tutors

(Please put a tick "☐" mark in the box beside the correct answer or provide the necessary information.)

1. District :

2. Block :

3. Address of the Respondent :

.....

4. Sex of the Respondent : Male ☐ 1 Female ☐ 2

5. Age (in complete years) : years

6. Category : General ☐ 1 S.C. ☐ 2

S.T. ☐ 3 O.B.C. ☐ 4

Minority ☐ 5

7. Educational Qualification :

Upper Primary ☐ 1 Madhyamik ☐ 2

Higher Secondary ☐ 3 Graduate ☐ 4

Post Graduate ☐ 5

8. Have you received teachers' training or any other training?

Yes

1

No

2

9. Details of training received :

Training for Nursery Classes

1

P.T.T. or Equivalent

2

B.Ed.

3

M. Ed.

4

Others (Please specify)

5

10. a) At present, are you

unemployed

1

retired

2

b) Are you engaged only in private tuition ?

Yes

1

No

2

c) If your answer is 'No', what is your primary occupation?

Govt. Service

1

Non Govt. Service

2

Business

3

Full time teaching in school

4

Parateacher

5

Full Time Teaching in College

6

Part-time teaching in College

7

Others (Specify).....

8

11. a) For how long have you taken up private tuition?

.....

b) How much do you earn per month from private tuition?

.....

c) Are you the only source of income for your family?

Yes

1

No

2

d) How many members of your family depend fully on your income?

.....

- 12 a) For which class/es and in which subject/s do you give private tuition? Provide your answer

Class	Subject	Monthly income from each student

- b) Total number of students taught by you

Boys

Girls

- c) How many of the students are tutored by you individually?

students

- d) How many of the students are tutored by you in groups?

students

- e) Do the students being tutored in groups, belong to the same school?

Yes

No

- f) Where do you coach students?

Own home

Student's residence

Coaching Centre

Other places

- g) How many hours per day do you spend in providing private tuition to the children?

hours.

13. In what way do you carry out the following activities?

Activities	All times	Some times	Never
a) Explaining the subject matter [according to the necessity of the student]			
b) Helping the students in completing their homeworks			
c) Helping the students in preparation for examinations.			
d) Demonstrating experiments.			
e) Enabling students to read aloud.			
f) Answering the questions of the students			
g) Using TLMs			
h) Using only the text books prescribed by the school.			

Activities	All times	Some times	Never
h) Using only the text books, prescribed by the school			
i) Referring to books other than the prescribed text books			
j) Dictating notes to the students			
k) Evaluating students at regular intervals			
l) Helping the students in performing hands - on activities			

14. a) Are you able to complete transaction of the syllabus in time?

Yes

1

No

2

b) If 'yes', which method/s do you follow to complete the syllabus in time?

.....

.....

15. How do you evaluate the competencies acquired by the students?

.....

.....

16. a) Do you think that students perform better, if they take lessons from private tutors?

Yes

1

No

2

b) Are the students more prone to being absent from the schools, or from the coaching centres? *

* Write '1' for 'Being absent from School.

& '2' for Being absent from Coaching centres'.

c) What do you think are the reasons for which the students prefer going to the coaching class?

☐ They cannot understand the conventional transaction of lessons in the schools

1

☐ Coaching classes are cleaner and more comfortable

2

☐ They find joy in the lessons imparted in the coaching classes

3

- ☐ Coaching centres concentrate more on preparation for the examinations
as a result of which students can score higher in the examinations
- ☐ Inadequate number of teachers in schools hampers the teaching -
learning process.
- ☐ Other reasons [Please Specify]

4

5

6

17. Some observations on 'Private Tuition' are listed below. If you agree to a particular observation, then write '1' in the box beside it. Again, if you disagree, please write '2' in the given box .

a) Only good teachers offer private tuition

b) Private tutors understand the contents better

c) Private tutors know well the techniques of guiding the students to secure high marks in the examinations

d) Engaging private tutors for the child / children is considered as an investment for future by the parents / guardians

e) Private tutors are more capable of making the students understand the content

f) Private tuition is necessary for every learner

Name & Signature of the
Respondent

Name & Signature of the
Surveyor

Phone :

Date :

Date:

Place :

State Council of Educational Research & Training (W.B.)

25/3, Ballygunge Circular Road,

Kolkata - 700 019

"STUDY ON IMPLICATIONS OF PRIVATE TUITION"

PT - 6

Questionnaire for Students

(Please put a tick "☑" mark in the box beside the correct answer or provide the necessary information.)

1. a) Name :

b) Class :

c) How many students are there in your class ? students.

2. a) What is the occupation of your father?

Cultivation

1

Service

2

Business

3

Daily Labour

4

Only household work

5

Others (specify)

6

b) What is the occupation of your mother?

Cultivation

1

Service

2

Business

3

Daily Labour

4

Only household work

5

Others (specify)

6

3. Is there any private tutor for you?

Yes

1

No

2

4. How many private tutors do you have?

Private tutors.

5. In which subjects do you take tuition from the private tutors?

.....

6. a) How many days per week do you take tuition from the private tutors?

days

b) Where do you take private tuition?

Tutor's home

Your home

Coaching centre

Other places

7. a) How many mornings in a week do you spend in taking private tuition?

mornings

b) How many hours in the morning do you spend in taking private tuition?

hours

8. a) How many afternoons in a week do you spend in taking private tuition?

afternoons

b) How many hours in the afternoon do you spend in taking private tuition?

hours

9. a) How many evenings in a week do you spend in taking private tuition?

evenings

b) How many hours in the evening do you spend in taking private tuition?

hours

10. How many hours do you spend for studies in the morning, afternoon and evening respectively on the days when you do not go for private tuition?

a) In the morning hours

b) In the afternoon hours

c) In the evening hours

11. a) When do you not like to go for private tuition?

Morning Afternoon Evening

b) Do you play in the afternoon?

Yes No

c) How much time (excluding the study hours) do you get everyday for playing games?

hours.

d) Which games do you play?

.....
.....

12. You take private tuition because :

- ☐ The private tutors help you do the hometask
- ☐ You can express your difficulties in understanding and can ask questions easily to the private tutors
- ☐ There is nobody in the house to help you in your studies
- ☐ It is easier for one to score high marks in the examination if one takes tuition from private tutors
- ☐ It becomes difficult for you to understand lessons given by the class teacher because of the overcrowded classroom
- ☐ Private tutors do not give punishment
- ☐ Studying from a private tutor ensures better result in the examination
- ☐ Your friends in the locality go to private tutors, so you also like to go to them
- ☐ Private tutors concentrate more on the probable questions for the examination
- ☐ It helps you in doing better in the Entrance examination (like Joint Entrance, I.I.T. as well as in examinations for admision to good schools)

Choose the five most important reasons applicable in your case and put the code numbers of those five in order of your preference in the boxes provided.

1st reason 2nd reason 3rd reason 4th reason 5th reason

--	--	--	--	--

13. a) Which subject/s do you study individually with your private tutor/s ?

.....

b) Which subject/s do you study with your private tutor/s in a group?

.....

c) Which subject/s do you study on your own?

.....

d) Which subject/s do you not like to study?

.....

e) Which subject/s do you like to study?

.....

14. a) What is the highest number of students in a group being guided by your private tutor/s?

students.

b) Do the students, reading in a group with your private tutor/s, belong to the same school?

Yes

No

15. How many of your private tutors are -

a) School teachers

b) Para teachers

c) Part-time teachers of College

d) Service holders

e) Retired persons

f) Only private tutors

g) Businessmen or otherwise occupied

h) College teachers

16. a) Do the teachers of your school take the help of Activity-based method / approach of teaching - learning while they transact lessons in the classrooms?

Yes

1

No

2

b) Do your private tutor(s) teach lessons through different activities?

Yes

1

No

2

17. a) Do the teachers of your school help you in making TLMs?

Yes

1

No

2

b) Do your private tutors help you in making TLMs?

Yes

1

No

2

Name & Class of the Student

Date :

Place :

Name & Signature of the
Surveyor

Date :

Place :

The surveyor is to select five students from the top of the merit list and five from the bottom of the merit list with the help of the Head teacher / class teacher. These ten students should be selected on the basis of their achievement scores in the latest evaluation held. Of the five from the top, there should be three girls and two boys in case of a co-educational Institution. The same proportion should also be applied to the selection of five students from the bottom of the same list (i.e., 3 girls and 2 boys) in case of the same co-educational institution.

The name of the student, his / her code number (1 for girl student, 2 for boy student), fullmarks and marks obtained in the concerned evaluation in particular subject/s are to be written in the appropriate boxes of the format given below.

Name of the School :

Name of the Evaluation / Examination :

Date / Dates :

[illegible]

ANNEXURE-VI

LIST OF SAMPLED SCHOOLS

JALPAIGURI

RURAL _ PRIMARY _Region-I

Sl. No.	BLOCK	SCHOOL CODE	SCHOOL NAME
1	KALCHINI	19020600601	DAKSHIN LATABARI PRY
2	KALCHINI	19020602801	JAIGAON SP PRY
3	KALCHINI	19020606501	MOHUA T.G. PRY SCHOOL
4	KALCHINI	19020609201	HARIMARA NEW MARKET PRY
5	KALCHINI	19020610402	MADHU JB-1
6	KALCHINI	19020611001	MENDABARI G.M.P.
7	KALCHINI	19020612901	CENTRAL DOOARS T.G.
8	KALCHINI	19020614501	RAIMATANG T.G
9	KALCHINI	19020616101	BUXA FT,R.B. KHAWA BAMBIBASTI
10	KALCHINI	19020617501	GANGUTIA T.G. PRY

RURAL _ UP & Sec. _Region-I

	BLOCK	SCHOOL CODE	SCHOOL NAME
11	KALCHINI	19020601004	HAMILTANGANJ HIGH SCHOOL
12	KALCHINI	19020613002	PANCHVEER JR HINDI HIGH

RURAL _ H.S. with UP & Sec. _Region-I

	BLOCK	SCHOOL CODE	SCHOOL NAME
13	KALCHINI		KAKCHINI HINDI HIGH SCHOOL

URBAN -II _ PRIMARY _Region-I

	MUNICIPALITY	SCHOOL CODE	SCHOOL NAME
14	JALPAIGURI	19021501404	SEBAGRAM RR PRY

URBAN -II _ UP& Sec. _Region-I

	MUNICIPALITY	SCHOOL CODE	SCHOOL NAME
15	JALPAIGURI	19021501304	JOGOMAYA GIRLS HIGH SCHOOL

URBAN -II _ H.S.with UP& Sec. _Region-I

	MUNICIPALITY	SCHOOL CODE	SCHOOL NAME
16	ALIPURDUAR	19021400702	ALIPURDUAR NEWTOWN GIRLS HIGH

KOCHBIHAR

RURAL PRIMARY Region-I

Sl. No.	BLOCK	SCHOOL CODE	SCHOOL NAME
1	SITALKUCHI	19031000502	KHALISHAMARI GOVT. PRY
2	SITALKUCHI	19031001801	C.MADHUSUDAN GOVT. PRY
3	SITALKUCHI	19031003201	NARENDRA BARMAN PRY
4	SITALKUCHI	19031004601	KHENCHI AIDED PRY
5	SITALKUCHI	19031006001	GARKHOLA AIDED PRY
6	SITALKUCHI	19031006702	M.BARMAN SUKHDHANER K 5TH PLAN
7	SITALKUCHI	19031007901	ATIABARI JR. BASIC
8	SITALKUCHI	19031009601	PUTIA BAROMASIA R.R. PRY
9	SITALKUCHI	19031011101	PURBA GOLENOHATI PRY
10	SITALKUCHI	19031012401	PURBA R.BARI 5TH PLAN PRY

RURAL UP & Sec. Region-I

	BLOCK	SCHOOL CODE	SCHOOL NAME
11	SITALKUCHI	19031002803	NAGAR DAKALIGANJ HIGH SCHOOL
12	SITALKUCHI	19031008502	BARO MARICHA HIGH SCHOOL

RURAL H.S. with UP & Sec. Region-I

	BLOCK	SCHOOL CODE	SCHOOL NAME
13	SITALKUCHI		SITALKUCHI GOPINATH HIGH SCHOOL

URBAN -II PRIMARY Region-I

	MUNICIPALITY	SCHOOL CODE	SCHOOL NAME
14	COOCH BEHAR	19031701402	SRI HINDI PRY

URBAN -II UP& Sec. Region-I

	MUNICIPALITY	SCHOOL CODE	SCHOOL NAME
15	MATHABHANGA	19031800504	MATHABHANGA HIGH SCHOOL

URBAN -II H.S.with UP& Sec. Region-I

	MUNICIPALITY	SCHOOL CODE	SCHOOL NAME
16	KOCH BIHAR		MANINDRANATH HIGH SCHOOL

**DAKSHIN
DINAJPUR**

RURAL PRIMARY Region-I

Sl. No.	BLOCK	SCHOOL CODE	SCHOOL NAME
1	KUMARGANJ	19050400601	MULGRAM F.P. SCHOOL
2	KUMARGANJ	19050401901	SHYAMNAGAR F.P. SCHOOL
3	KUMARGANJ	19050403001	KHAMAR MOTIJAPUR F.P. SCHOOL
4	KUMARGANJ	19050404101	AJHAIR F.P. SCHOOL
5	KUMARGANJ	19050405101	PAIKPARA F.P. SCHOOL
6	KUMARGANJ	19050406201	SAFANAGAR F.P. SCHOOL
7	KUMARGANJ	19050407701	SUNDARPUR F.P. SCHOOL
8	KUMARGANJ	19050408701	CHAKMOHAN F.P. SCHOOL
9	KUMARGANJ	19050409902	KHANPUR MAMUDPUR F.P. SCHOOL
10	KUMARGANJ	19050411101	CHANDPUR F.P. SCHOOL

RURAL UP & Sec. Region-I

	BLOCK	SCHOOL CODE	SCHOOL NAME
11	KUMARGANJ	19050405802	SAFANAGAR HIGH SCHOOL
12	KUMARGANJ	19050410202	BALUPARA COLN. N. B. VIDYALAY

RURAL H.S. with UP & Sec. Region-I

	BLOCK	SCHOOL CODE	SCHOOL NAME
13	KUMARGANJ		KUMARGANJ HIGH SCHOOL

URBAN -II PRIMARY Region-I

	MUNICIPALITY	SCHOOL CODE	SCHOOL NAME
14	GANGARAMPUR	19050900102	KADIGHAT (MADHYA) F.P.SCHOOL

URBAN -II H.S.with UP& Sec. Region-I

	MUNICIPALITY	SCHOOL CODE	SCHOOL NAME
15	BALURGHAT	19051000506	BALURGHAT KHADIMPUR (B) H.SCHO

MALDAH

RURAL PRIMARY Region-I

Sl. No.	BLOCK	SCHOOL CODE	SCHOOL NAME
1	RATUA-2	19061009601	RAJAPUR MGD PRY
2	RATUA-2	19061000501	SANTOSH PUR PRY
3	RATUA-2	19061001201	DISHAL PRY
4	RATUA-2	19061002401	PALASHBONA PRY
5	RATUA-2	19061003301	HARI PUR(TAL) PRY
6	RATUA-2	19061004301	PIRPUR PRY
7	RATUA-2	19061004901	HARIPUR MGD PRY
8	RATUA-2	19061005601	CHUNAKHALI PRY
9	RATUA-2	19061007101	KAGACHIRA PRY
10	RATUA-2	19061007901	PIRGAI PRY

RURAL UP & Sec. Region-I

	BLOCK	SCHOOL CODE	SCHOOL NAME
11	RATUA-2	19061003903	PRAMILABALA HIGH SCHOOL
12	RATUA-2	19061010205	SULTANGANJ HIGH SCHOOL

RURAL H.S. with UP & Sec. Region-I

	BLOCK	SCHOOL CODE	SCHOOL NAME
13	RATUA-2		ARAI DANGA DBM ACADEMY

URBAN -II PRIMARY Region-I

	MUNICIPALITY	SCHOOL CODE	SCHOOL NAME
14	ENGLISHBAZAR	19061601901	NAZRUL SAMITY PRY

URBAN -II UP& Sec. Region-I

	MUNICIPALITY	SCHOOL CODE	SCHOOL NAME
15	ENGLISHBAZAR	19061600404	RAMKINKAR BALIKA VIDYASHRAM

URBAN -II H.S.with UP& Sec. Region-I

	MUNICIPALITY	SCHOOL CODE	SCHOOL NAME
16	ENGLISHBAZAR	19061601106	A.C. INSTITUTION

NORTH 24 PARGANAS

RURAL _ PRIMARY Region-II

Sl. No.	BLOCK	SCHOOL CODE	SCHOOL NAME
1	BASIRHAT - I	19111102501	MUKUNDAKATI KARMAKAR PARA F P
2	BASIRHAT - I	19111103501	KAMARDANGA F P SCHOOL
3	BASIRHAT - I	19111104401	SOLADANA F P SCHOOL
4	BASIRHAT - I	19111105401	PASCHIM MADHYAMPUR F P SCHOOL
5	BASIRHAT - I	19111106401	KODALIA F P SCHOOL
6	BASIRHAT - I	19111107201	TAJPUR PARUIPARA F P SCHOOL
7	BASIRHAT - I	19111108101	HIZLA PARUIPARA F P SCHOOL
8	BASIRHAT - I	19111109201	UTTAR BAGUNDI F P SCHOOL
9	BASIRHAT - I	19111100701	ARABINDA ADARSHA VIDYAPITH
10	BASIRHAT - I	19111101801	GACHHA F P SCHOOL

RURAL _ UP & Sec. Region-II

	BLOCK	SCHOOL CODE	SCHOOL NAME
11	BASIRHAT - I	19111103102	SHIBATI HIGH SCHOOL
12	BASIRHAT - I	19111108903	GOTRA HIGH SCHOOL

RURAL _ H.S. with UP & Sec. Region-II

	BLOCK	SCHOOL CODE	SCHOOL NAME
13	BASIRHAT - I		ITINDA UNION HIGH SCHOOL

URBAN -II _PRIMARY Region-II

	MUNICIPALITY	SCHOOL CODE	SCHOOL NAME
14	ASHOKENAGAR-KALYANGARI	19112501501	ASHOKENAGAR PRATHAMIK VIDYALAY
15	KANCHRAPARA	19113000401	JONEPUR U P SCHOOL
16	BHATPARA	19113201403	SARVODAY PATHSALA
17	BARRACKPORE	19113501001	ANANDAPURI PRATHAMIK SIKSHAYAT
18	PANIHATI	19113903103	SUSHIL KRISHNA SIKSHA SADAN
19	DUM DUM	19114202001	DUM DUM GIRLS' PRY. SCHOOL
20	NEW BARRACKPORE	19114501402	SATIN SEN NAGAR KALIKA VIDYAMA
21	BONGAON	19114901802	KUTHIBARI ADIBASI PRI VIDYALAY

URBAN -II _UP& Sec. Region-II

	MUNICIPALITY	SCHOOL CODE	SCHOOL NAME
22	MADHYAMGRAM	19112601002	NURUNNABI SR MADRASAH
23	NAIHATI	19113102302	DESH BANDU HIGH SCHOOL
24	BARRACKPORE	19113501901	BKP WESLEY H. HIGH SCHOOL
25	KAMARHATTI	19114000902	ARIADAHA SARB. BALIKA VIDYALA
26	DUM DUM	19114201203	DUMDUM AIRPORT HINDI HIGH
27	SOUTH DUM DUM	19114403003	LAKETOWN GOVT. SP GIRLS HIGH S

URBAN -II _H.S.with UP& Sec. Region-II

	MUNICIPALITY	SCHOOL CODE	SCHOOL NAME
28	MADHYAMGRAM		MADHYAM HIGH SCHOOL

NADIA

RURAL PRIMARY Region-II

Sl. No.	BLOCK	SCHOOL CODE	SCHOOL NAME
1	KARIMPUR - II	19101100701	DHORADAHA NIMNA BUNIADI SCHOOL
2	KARIMPUR - II	19101102102	NATIDANGA JR. BASIC SCHOOL
3	KARIMPUR - II	19101103007	CHAR-MOKTAR SOUTH PRY. SCHOOL
4	KARIMPUR - II	19101105403	RAHAMATPUR WEST PRY SCHOOL
5	KARIMPUR - II	19101106402	SINGHADANGA SARDARPARA PRY SCHOOL
6	KARIMPUR - II	19101107901	KHANPUR JR. BASIC SCHOOL
7	KARIMPUR - II	19101108901	RAKHALGACHIHI PRI SCHOOL
8	KARIMPUR - II	19101110501	PIYARPUR PRI SCHOOL
9	KARIMPUR - II	19101111903	TARAKGANJ GSF PRY. SCHOOL
10	KARIMPUR - II	19101113002	GARAI MARI G.S.F.P.SCHOOL

RURAL UP & Sec. Region-II

	BLOCK	SCHOOL CODE	SCHOOL NAME
11	KARIMPUR - II	19101102701	NATIDANGA AMIYA SMRITI VIDYALAYA
12	KARIMPUR - II	19101109401	FAZILNAGAR HIGH SCHOOL

RURAL H.S. with UP & Sec. Region-II

	BLOCK	SCHOOL CODE	SCHOOL NAME
13	KARIMPUR - II		NANDANPUR ADARSHA VIDYAPITH

URBAN -II PRIMARY Region-II

	MUNICIPALITY	SCHOOL CODE	SCHOOL NAME
14	SANTIPUR MUNI	19102100103	RAMKRISHNA PRY SCHOOL
15	TEHARPUR NAA	19102601201	BIDHAN CHANDRA CONVT. JR BASIC

URBAN -II UP& Sec. Region-II

	MUNICIPALITY	SCHOOL CODE	SCHOOL NAME
16	KRISHNAGAR	19101901303	MAJHERPARA SASHIBHUSAN MEMORIAL GIR
17	TEHARPUR NAA	19102600302	TAHERPUR GIRLS' HIGH SCHOOL

URBAN -II H.S.with UP& Sec. Region-II

	MUNICIPALITY	SCHOOL CODE	SCHOOL NAME
18	KRISHNANAGAR		KRISHNANAGAR HIGH SCHOOL

BARDDHAMAN

RURAL PRIMARY Region-II

Sl. No.	BLOCK	SCHOOL CODE	SCHOOL NAME
1	MONGALKOTE	19092309101	KUNDA F.P. SCHOOL
2	MONGALKOTE	19092311601	PASCHIM DEULIA F.P. SCHOOL
3	MONGALKOTE	19092313001	KOGRAM F.P. SCHOOL
4	MONGALKOTE	19092314501	JALPARA F.P. SCHOOL
5	MONGALKOTE	19092315801	PALIGRAM F.P. SCHOOL
6	MONGALKOTE	19092317201	DHARSONA F.P. SCHOOL
7	MONGALKOTE	19092301701	GOBARDHANPUR F.P. SCHOOL
8	MONGALKOTE	19092303801	KHERUA F.P. SCHOOL
9	MONGALKOTE	19092305702	KANKORA F.P. SCHOOL
10	MONGALKOTE	19092307201	KRISHNABATI F.P. SCHOOL
Sl. No.	BLOCK	SCHOOL CODE	SCHOOL NAME
11	AUSGRAM-II	19090303402	AUGRAM BAGBASTI F.P. SCHOOL
12	AUSGRAM-II	19090304802	MALIARA F.P. SCHOOL
13	AUSGRAM-II	19090306201	GOSWAMI KHANDA MALLICKPUR F.P.
14	AUSGRAM-II	19090307301	GOHALARA F.P. SCHOOL
15	AUSGRAM-II	19090308101	DANGPARA F.P. SCHOOL
16	AUSGRAM-II	19090308902	SUATA F.P. SCHOOL
17	AUSGRAM-II	19090309901	PADUMA F.P. SCHOOL
18	AUSGRAM-II	19090310602	TILONG ADIBASI F.P. SCHOOL
19	AUSGRAM-II	19090301001	SAR DAKSHIN PARA AMITAVA SMRIT
20	AUSGRAM-II	19090302101	KOTA NO.2 F.P. SCHOOL

RURAL UP & Sec. Region-II

	BLOCK	SCHOOL CODE	SCHOOL NAME
21	MONGALKOTE	19092306303	KOWARPUR HIGH SCHOOL
22	MONGALKOTE	19092315405	KASEMNAGAR B.N.T. GIRLS' HIGH
	BLOCK	SCHOOL CODE	SCHOOL NAME
23	AUSGRAM-II	19090303103	NRISNGHAPUR HIGH SCHOOL
24	AUSGRAM-II	19090308105	PRATAPUR DANGAPARA HIGH SCHOOL

RURAL H.S. with UP & Sec. Region-II

	BLOCK	SCHOOL CODE	SCHOOL NAME
25	MONGALKOTE		MONGALKOTE A.K.M. HIGH SCHOOL
	BLOCK	SCHOOL CODE	SCHOOL NAME
26	AUSGRAM-II		AUSGRAM HIGH SCHOOL

URBAN -II PRIMARY Region-II

	MUNICIPALITY	SCHOOL CODE	SCHOOL NAME
27	ASANSOL M C	19093201401	UMA RANI GORAI MAHILA KALYAN G
28	BURDWAN	19093300401	SHRI HARI BHAJAN U.P. SCHOOL

29	DURGAPUR M C	19093502602	SUBHASH PALLY F.P. SCHOOL
30	KATWA	19093900402	BAURIPARA (GHUTKIA) F.P. SCHOOL
31	RANIGANJ	19094201301	ANJUMAN URDU GIRLS' G.S. F.P.

URBAN -II UP& Sec. Region-II

	MUNICIPALITY	SCHOOL CODE	SCHOOL NAME
32	ASANSOL MC	19093201104	DHAKESWART HIGH SCHOOL
33	BURDWAN	19093302705	BURDWAN N.V.M. HIGH SCHOOL (HS)
34	KALNA	19093800903	KALNA MAHISMARDINI GIRLS' INST

URBAN -II H.S.with UP& Sec. Region-II

	MUNICIPALITY	SCHOOL CODE	SCHOOL NAME
35	BURDWAN		BURDWAN CMS HIGH SCHOOL

BIRBHUM

RURAL PRIMARY Region-II

Sl. No.	BLOCK	SCHOOL CODE	SCHOOL NAME
1	ILLAMBAZAR	19080201101	MAKHRA PRY. SCHOOL
2	ILLAMBAZAR	19080202301	CHHATARBANDI PRY. SCHOOL
3	ILLAMBAZAR	19080203401	SALDANGA PRY. SCHOOL
4	ILLAMBAZAR	19080204501	KHADIMPUR PRY. SCHOOL
5	ILLAMBAZAR	19080205501	SUNUT PRY. SCHOOL
6	ILLAMBAZAR	19080206602	RASIKCHAK PRY. SCHOOL
7	ILLAMBAZAR	19080207601	JANUBAZAR PRY. SCHOOL
8	ILLAMBAZAR	19080208801	GHURISHA R.B. JR. BASIC SCHOOL
9	ILLAMBAZAR	19080209801	BARUIPUR PRY. SCHOOL
10	ILLAMBAZAR	19080211202	DARANDA PRY. SCHOOL

RURAL UP & Sec. Region-II

	BLOCK	SCHOOL CODE	SCHOOL NAME
11	ILLAMBAZAR	19080202002	HANSRA HIGH SCHOOL
12	ILLAMBAZAR	19080208403	GHURISHA SRIPUR HIGH SCHOOL

RURAL H.S. with UP & Sec. Region-II

	BLOCK	SCHOOL CODE	SCHOOL NAME
13	ILLAMBAZAR		ILLAMBAZAR HIGH SCHOOL

URBAN -II H.S.with UP& Sec. Region-II

	MUNICIPALITY	SCHOOL CODE	SCHOOL NAME
14	SURI		CHANDRABOTI HIGH SCHOOL (H.S.)

MURSHIDABAD

RURAL PRIMARY Region-II

Sl. No.	BLOCK	SCHOOL CODE	SCHOOL NAME
1	HARIHARPARA	19070903701	HAMIR PARA PRY
2	HARIHARPARA	19070905301	ISWAR CHANDRA VIDYASAGAR PRY
3	HARIHARPARA	19070906901	PARNAM PUR PRY
4	HARIHARPARA	19070908201	CHUA NATUN PARA
5	HARIHARPARA	19070909701	GANESHNAGAR PRY
6	HARIHARPARA	19070911401	KHIDIRPUR PRY
7	HARIHARPARA	19070913001	BHAJARAMPUR JAMALPUR PRY
8	HARIHARPARA	19070914601	RAMKRISHNAPUR PRY
9	HARIHARPARA	19070908301	BHAWANI PUR PRY
10	HARIHARPARA	19070901702	MAMUD PUR PRY

RURAL UP & Sec. Region-II

	BLOCK	SCHOOL CODE	SCHOOL NAME
11	HARIHARPARA	19070904502	TARTIPUR HIGH SCHOOL
12	HARIHARPARA	19070912802	NISCHINTAPUR HIGH SCHOOL

RURAL H.S. with UP & Sec. Region-II

	BLOCK	SCHOOL CODE	SCHOOL NAME
13	HARIHARPARA		RUKANPUR HIGH SCHOOL

URBAN-II PRIMARY Region-II

	MUNICIPALITY	SCHOOL CODE	SCHOOL NAME
14	MURSHIDABAD-JIAGANJ (M.J)	19071302801	TIKTIKIPARA PRY
15	DHULIYAN (M)	19072901201	KANCHANTALA PRY
16	JANGHPUR (M)	19073301602	RAGHUNATHGANJ H.S. BOYS PRY

URBAN-II UP& Sec. Region-II

	MUNICIPALITY	SCHOOL CODE	SCHOOL NAME
17	BERHAMPUR	19073101506	BHB GIRLS MAHAKALI PATHSALA

URBAN-II H.S. with UP& Sec. Region-I

	MUNICIPALITY	SCHOOL CODE	SCHOOL NAME
18	BERHAMPUR		BERHAMPUR M.K. GIRLS' HIGH SCHOOL

**PURBA
MEDINIPUR**

RURAL PRIMARY Region-III

SL No.	BLOCK	SCHOOL CODE	SCHOOL NAME
1	SUTAHATA	19191008901	BARATALA PRY
2	SUTAHATA	19191009501	SRIDHARPUR PRY
3	SUTAHATA	19191010201	DIHISHIBRAM NAGAR JARIJAN PRY
4	SUTAHATA	19191000502	CHAKSIVBERIA PRY
5	SUTAHATA	19191000806	SANKARPUR(SURENDRA SMRITI) PRY
6	SUTAHATA	19191001601	CHAITANYAPUR PRY
7	SUTAHATA	19191004002	BANGOPALPUR PRY
8	SUTAHATA	19191005401	GUABERIA BD. PRY
9	SUTAHATA	19191006607	HOREKHALI GIRISH SIKSHANIKETAN
10	SUTAHATA	19191008205	BARADAZN PRY SCHOOL
11	KHEJURI-I	19191704001	UTTAR KALAMADAN BD. PRY
12	KHEJURI-I	19191704802	PASCHIM ALICHAK SPL. PRY.
13	KHEJURI-I	19191705801	AJAYA BOARD PRY. SCHOOL
14	KHEJURI-I	19191706503	ALIAMJADCHAK PRY.
15	KHEJURI-I	19191707302	THAKURCHAK AD. PRY. SCHOOL
16	KHEJURI-I	19191708201	GHOLABARD NEW PRY.
17	KHEJURI-I	19191700901	SABITRI SMRITI JR. BASIC
18	KHEJURI-I	19191701901	BEGUNABARI (SPL) PRY
19	KHEJURI-I	19191702601	KALYACHAK JR. BASIC
20	KHEJURI-I	19191703301	CHINGURDANIA BD. PRY

RURAL UP & Sec. Region-III

	BLOCK	SCHOOL CODE	SCHOOL NAME
21	SUTAHATA	19191000503	ANANTAPUR PATIT PABANI HIGH SC
22	SUTAHATA	19191009004	KUKRAHATI HIGH SCHOOL
23	KHEJURI-II	19191304703	MANSINGHABARH BANISHREE VIDYAN
24	KHEJURI-II	19191310001	KHEJURI ADARSHA VIDYAPITH

RURAL H.S. with UP & Sec. Region-III

	BLOCK	SCHOOL CODE	SCHOOL NAME
25	SUTAHATA		DEBHOG SHYAMA CHARAN MILAN VIDTAPITH
	BLOCK	SCHOOL CODE	SCHOOL NAME
26	KHEJURI-II		KALAGACHIA JAGADISH VIDYAPITH

URBAN-II PRIMARY Region-III

	MUNICIPALITY	SCHOOL CODE	SCHOOL NAME
27	CONTAI	19192900901	HARISOVA PRY

URBAN-II H.S. with UP & Sec. Region-III

28	TAMLUK	19192701101	RAJKUMARI SANTANAMOYEE GIRLS'
----	--------	-------------	-------------------------------

**PASCHIM
MEDINIPUR**

RURAL PRIMARY Region-III

Sl. No.	BLOCK	SCHOOL CODE	SCHOOL NAME
1	SABONG	19201007602	SHILVA PRY.
2	SABONG	19201009401	HARNAN PRY.
3	SABONG	19201010803	MASURIA PRY.
4	SABONG	19201012501	CHANDPUR PRY.
5	SABONG	19201014201	BAGMARI PRY.
6	SABONG	19201015901	MADHABCHAK PRY.
7	SABONG	19201001401	GUMAI PRY.
8	SABONG	19201003101	DANRRA NO-2 PRY.
9	SABONG	19201004901	ROUTABARI PRY.
10	SABONG	19201006201	PARASHPUR PRY.
11	GARBETA-2	19200401102	KERUMARA PRY.
12	GARBETA-2	19200402401	SIRSA PRY.
13	GARBETA-2	19200403401	SALBONI PRY.
14	GARBETA-2	19200404501	TANGASOLE PRY.
15	GARBETA-2	19200405401	HARIMARA PRY.
16	GARBETA-2	19200406501	PUICHARA PRY.
17	GARBETA-2	19200407401	DIHABANI PRY.
18	GARBETA-2	19200408401	AGAYA PRY.
19	GARBETA-2	19200409503	SIROMONIPUR PRY.
20	GARBETA-2	19200400404	BANDRISOLE PRY.

RURAL UP & Sec. Region-III

	BLOCK	SCHOOL CODE	SCHOOL NAME
21	SABONG	19201004104	DASAGRAM S.S. SIKSHADAN U PRY.
22	SABONG	19201011203	BHEMUA A B HIGH SCHOOL U.PRY.
23	GARBETA-2	19200401203	GOALTRE GIRLS H.S. U. PRY.
24	GARBETA-2	19200405602	HARIMARAK.HIGH SCHOOL U.PRY.

RURAL H.S. with UP & Sec. Region-III

	BLOCK	SCHOOL CODE	SCHOOL NAME
25	SABONG		SABONG SARADAMOYEE HIGH SCHOOL
26	GARBETA-2		GOALTRE HIGH SCHOOL

URBAN -II PRIMARY Region-III

	MUNICIPALITY	SCHOOL CODE	SCHOOL NAME
27	KGP(MN)	19203101101	ANAMIKA SIKSHA NIKETAN PRY.
28	KHIRPAI(MN)	19203500801	KASHI GANJA PRY.

URBAN -II UP & Sec. Region-III

29	GHATAL	19203200203	GHATAL Y.S.S.V. U. PRY.

URBAN -II H.S.with UP & Sec. Region-III

30	MIDNAPORE	19203001806	MIDNAPORE TOWN (H.S) U.PRY.

PURULIA

RURAL PRIMARY Region-III

Sl No.	BLOCK	SCHOOL CODE	SCHOOL NAME
1	PUNCHA	19141502202	NARSINGDIH PRY
2	PUNCHA	19141505403	ANANDA DEEP PRY
3	PUNCHA	19141506401	GAGDA PRY.
4	PUNCHA	19141507301	KAIRA PRY
5	PUNCHA	19141508401	KENDADIH PRY.
6	PUNCHA	19141509001	NARENDRAPUR PRY.
7	PUNCHA	19141510101	RAGHUNATHPUR ADIBASI PRY.
8	PUNCHA	19141511003	CHAKIA PRY.
9	PUNCHA	19141500201	DORODIH J.B.S.
10	PUNCHA	19141501102	BAMUNDIH PRY.

RURAL UP & Sec. Region-III

	BLOCK	SCHOOL CODE	SCHOOL NAME
11	PUNCHA	19141505703	JAMBAD ANCHALIK HIGH SCHOOL.
12	PUNCHA	19141509902	CHHIRUDIH R.N. JEW HIGH SCHOOL

RURAL H.S. with UP & Sec. Region-III

	BLOCK	SCHOOL CODE	SCHOOL NAME
13	PUNCHA		NAPARA HIGH SCHOOL

URBAN -II PRIMARY Region-III

	MUNICIPALITY	SCHOOL CODE	SCHOOL NAME
14	PURULIA	19142101902	POKABANDHPARA PRY.

URBAN -II H.S. with UP & Sec. Region-III

	MUNICIPALITY	SCHOOL CODE	SCHOOL NAME
15	PURULIA	19142100604	PURULIA NETAJI VIDYAPITH

HOOGHLY

RURAL PRIMARY Region-III

Sl. No.	BLOCK	SCHOOL CODE	SCHOOL NAME
1	POLBA-DADPUR	19121704401	NABAI GRAM PRY SCHOOL
2	POLBA-DADPUR	19121706007	MUGAI PUR PRY
3	POLBA-DADPUR	19121708302	SUNKA PRY SCHOOL
4	POLBA-DADPUR	19121710103	AMPALA PRATHAMIK VIDYALAYA
5	POLBA-DADPUR	19121711701	ANANTAPUR PRY SCHOOL
6	POLBA-DADPUR	19121713502	UKIY PRY SCHOOL
7	POLBA-DADPUR	19121715601	KHURIGACHI PRY SCHOOL
8	POLBA-DADPUR	19121717402	NABASAN PRY SCHOOL
9	POLBA-DADPUR	19121700102	MOURA PRY SCHOOL
10	POLBA-DADPUR	19121702101	GHOSH PUR PRY SCHOOL

RURAL UP & Sec. Region-III

	BLOCK	SCHOOL CODE	SCHOOL NAME
11	POLBA-DADPUR	19121706005	PULINAN GIRLS HIGH SCHOOL
12	POLBA-DADPUR	19121714902	PANJIPUKUR S TUSHI DEVI SMR

RURAL H.S. with UP & Sec. Region-III

	BLOCK	SCHOOL CODE	SCHOOL NAME
13	POLBA-DADPUR		SARAT CHANDRA MEMORIAL H.S INSTITUTION

URBAN-II PRIMARY Region-III

	MUNICIPALITY	SCHOOL CODE	SCHOOL NAME
14	BANSBERIA	19122000701	JELIA PARA SHIB DURGA PRY SCH
15	CHAMPDANI	19122501301	CHAMPDANI MUNICIPAL PRY SCHOOL

URBAN-II UP & Sec. Region-III

	MUNICIPALITY	SCHOOL CODE	SCHOOL NAME
16	CHAMPDANI	19122501905	CHAMPDANI ADARSHA HINDI BALIKA

URBAN-II H.S. with UP & Sec. Region-III

	MUNICIPALITY	SCHOOL CODE	SCHOOL NAME
17	BANSBERIA	19122000804	BANSBERIA HIGH SCHOOL

BANKURA**RURAL PRIMARY Region-III**

Sl. No.	BLOCK	SCHOOL CODE	SCHOOL NAME
1	MEJHIA	19131201803	PEROBAID P.S
2	MEJHIA	19131202501	ARDHAGRAM P.S
3	MEJHIA	19131203201	SHYAMAPUR P.S
4	MEJHIA	19131204401	GOSWAMIGRAM P.S
5	MEJHIA	19131204902	MOCHRAHKEND P.S
6	MEJHIA	19131205502	TELENDAMANA P.S
7	MEJHIA	19131206101	SUKABAID P.S
8	MEJHIA	19131200401	ANANDAPUR P.S
9	MEJHIA	19131200902	KUSHTORE METALPARA P.S
10	MEJHIA	19131201301	BELBARIA P.S

RURAL UP & Sec. Region-III

	BLOCK	SCHOOL CODE	SCHOOL NAME
11	MEJHIA	19131202102	BHULUI S.S.R. J.H.S
12	MEJHIA	19131204601	MUKUNDAPUR THAKAMONI H.S

RURAL H.S. with UP & Sec. Region-III

	BLOCK	SCHOOL CODE	SCHOOL NAME
13	MEJHIA		MEJHIA HIGH SCHOOL

URBAN -II PRIMARY Region-III

	MUNICIPALITY	SCHOOL CODE	SCHOOL NAME
14	BANKURA	19132301303	LOKEPUR P.S

URBAN -II UP& Sec. Region-III

	MUNICIPALITY	SCHOOL CODE	SCHOOL NAME
15	SONAMUKHI	19132500701	KUSUMKUMARI DEVI GIRLS H.S

URBAN -II H.S.with UP& Sec. Region-III

	MUNICIPALITY	SCHOOL CODE	SCHOOL NAME
16	BANKURA	19132300604	BANKURA HINDU H.S

HOWRAH

RURAL PRIMARY Region-III

Sl. No.	BLOCK	SCHOOL CODE	SCHOOL NAME
1	DOMJUR	19161402001	LAKSHANPUR NASKARPARA PRY SCHO
2	DOMJUR	19161404404	DOMJUR JOYCHANDITALA PRY (MOR)
3	DOMJUR	19161407001	PRASASTHA CONVT JR BASIC SCHOO
4	DOMJUR	19161410101	DANSPARA CONVT. JR. BASIC SCHO
5	DOMJUR	19161414401	BANKRA MISHRAPARA PRY SCHOOL
6	DOMJUR	19161416601	DAFARPUR MEDDAPARA(BAKULTALA P
7	DOMJUR	19161418501	KHANTORA NO-I PRY SCHOOL
8	DOMJUR	19161420001	RUDRAPUR BOARD PRY SCHOOL
9	DOMJUR	19161421906	NEW KOLORAH PRY SCHOOL
10	DOMJUR	19161400102	BALUHATI HIGH ATT. PRY. SCHOOL

RURAL UP & Sec. Region-III

	BLOCK	SCHOOL CODE	SCHOOL NAME
11	DOMJUR	19161407601	MOHIARY HIGH SCHOOL
12	DOMJUR	19161418906	KESHABPUR HIGH SCHOOL

RURAL H.S. with UP & Sec. Region-III

	BLOCK	SCHOOL CODE	SCHOOL NAME
13	DOMJUR		AZAD HIND FOUZ SMRITI UM VIDYALAYA

URBAN -II PRIMARY Region-III

	MUNICIPALITY	SCHOOL CODE	SCHOOL NAME
14	HOWRAH MC	19161502706	RAMKRISHNA ARYA BALIKA VIDYALA
15	HOWRAH MC	19161505015	INDUMATI SIKSHA NIKETAN

URBAN -II UP & Sec. Region-III

	MUNICIPALITY	SCHOOL CODE	SCHOOL NAME
16	HOWRAH MC	19161500903	SHANPUR NETAJI SHUBHAS BALIKA
17	HOWRAH MC	19161503608	SHIBPUR BENGAL JUTE MIL HIGH S
18	ULUBERIA	19161700803	BANIBAN JADURBERIA VIDYAPITH

URBAN -II H.S.with UP & Sec. Region-III

	MUNICIPALITY	SCHOOL CODE	SCHOOL NAME
19	ULUBERIA	19161700404	ULUBERIA HIGH SCHOOL

KOLKATA

URBAN-I PRIMARY

	MUNICIPALITY	SCHOOL CODE	SCHOOL NAME
1	KOLKATA	19170100625	NETAJI VIDYAPITH (BENG)
2	KOLKATA	19170102104	SARADA CHARAN ARYAN INST (PR S
3	KOLKATA	19170103408	SREE LAXAMI VIDYALAYA
4	KOLKATA	19170104901	HINDIVIDYA MANDIR
5	KOLKATA	19170106315	K.M.C.P SCH(M) P-65, DR S.M.AV
6	KOLKATA	19170108002	BHUKAILASH PRATHAMIK SIKSHAYAT
7	KOLKATA	19170109101	SHAHANAGAR HIGH SCH(PRI. SEC)
8	KOLKATA	19170110408	RAIPUR G.S.F.P. SCHOOL
9	KOLKATA	19170112508	HARIDVPUR ADARSHA VIDYAPITH
10	KOLKATA	19170114107	RAHATOON BIBI K.M.C.P. SCHOOL

URBAN-I UP& Sec.

	MUNICIPALITY	SCHOOL CODE	SCHOOL NAME
11	KOLKATA	19170106603	SAKHAWAT MEMORIAL GOVT. G.H.S
12	KOLKATA	19170109212	TOLLYGUNGE ADARSH VIDYAPITH
13	KOLKATA	19170112201	RAJUBALA ADARSHA VIDYALAYA
14	KOLKATA	19170100630	BHARATI SHIKSHA SADAN
15	KOLKATA	19170103513	ULTADANGA GOVT SP. HS. SCH(G)

URBAN-I H.S.with UP& Sec.

	MUNICIPALITY	SCHOOL CODE	SCHOOL NAME
16	KOLKATA	19170108427	NEW ALIPOE MULTIPURPOSE SCHOOL
17	KOLKATA		SARADACHARAN ARYAN INSTITUTION
18	KOLKATA		JAGATPUR RUKMINI VIDYAMANDIR

**SOUTH 24
PARGANAS**

RURAL PRIMARY Region-III

Sl. No.	BLOCK	SCHOOL CODE	SCHOOL NAME
1	MANDIRBAZAR	19182001101	TENTULBERIA F P
2	MANDIRBAZAR	19182002302	MRIZANAGR F P
3	MANDIRBAZAR	19182003501	BAJE SUKDEBPUR F P
4	MANDIRBAZAR	19182004502	DAKSHIN RAGHUNATHPUR F P
5	MANDIRBAZAR	19182005901	KASHIPUR AKHRABERIA F P
6	MANDIRBAZAR	19182007702	BANSBERIA MOUKHALI F P
7	MANDIRBAZAR	19182009001	KANTIBERIA F P
8	MANDIRBAZAR	19182010002	BADE BALLAVPUR F P
9	MANDIRBAZAR	19182011501	TEK PANJA F P
10	MANDIRBAZAR	19182013601	MULDIA HALDERPARA F P
Sl. No.	BLOCK	SCHOOL CODE	SCHOOL NAME
11	BHANGORE - 2	19180602201	KANTHALBERIA F P
12	BHANGORE - 2	19180603501	TARAHADIA F P
13	BHANGORE - 2	19180605001	NANGLA F P
14	BHANGORE - 2	19180606401	KANTALIA J B
15	BHANGORE - 2	19180607901	KOCHPUKUR F P
16	BHANGORE - 2	19180609201	SWASTYANGACHHI F P
17	BHANGORE - 2	19180610701	UTTAR SWARUPNAGAR F P
18	BHANGORE - 2	19180611901	DAKSHIN KASHIPUR ADARSHA F P
19	BHANGORE - 2	19180613201	METHOAITE F P
20	BHANGORE - 2	19180600601	HATGACHHA SARDARPARA F P

RURAL UP & Sec. Region-II

	BLOCK	SCHOOL CODE	SCHOOL NAME
21	BHANGORE - 2	19180603602	BHAGABANPUR HIGH SCHOOL
22	BHANGORE - 2	19180609202	POLERHAT HIGH SCHOOL
	BLOCK	SCHOOL CODE	SCHOOL NAME
23	MANDIRBAZAR	19182002703	KADIPUKUR NASKAR HS UP
24	MANDIRBAZAR	19182009803	KRISHNAPUR HIGH SCHOOL UP

RURAL H.S. with UP & Sec. Region-II

	BLOCK	SCHOOL CODE	SCHOOL NAME
25	BHANGORE - 2		KARBALA HIGH SCHOOL
	BLOCK	SCHOOL CODE	SCHOOL NAME
26	MANDIRBAZAR		GABBERIA HIGH SCHOOL

URBAN -II PRIMARY Region-II

	MUNICIPALITY	SCHOOL CODE	SCHOOL NAME
27	MAHESHTALA	19183402302	MAHESHTALA ROYPUR F P

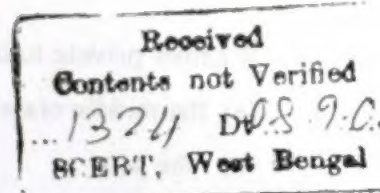
URBAN -II UP & Sec. Region-II

	MUNICIPALITY	SCHOOL CODE	SCHOOL NAME
28	BUDGE BUDGE	19183100503	KALIPUR HIGH SCHOOL
29	RAJPUR	19183601505	RAJPUR P MONI GIRLS HS

	SONARPUR		
URBAN -II H.S.with UP& Sec. Region-II			
	MUNICIPALITY	SCHOOL CODE	SCHOOL NAME
30	RAJPUR SONARPUR		GARIA HARIMOTI DEVI UCCHA BALIKA

All RF
Discuss B 8/9/08

Government of West Bengal
School Education Department
Bikash Bhawan, Bidhannagar
Kolkata-700 091



No. 331 -SSE/08

Dated, Kolkata, 5th September, 2008

From : Principal Secretary to the Government of
West Bengal.

To : Director,
S.C.E.R.T., West Bengal,
25/3, Ballygunge Circular Road,
Kolkata-700 019

Sub: Study on implications of private tuition.

Sir,

Minister-in-Charge, School Education Department desires that SCERT should conduct a thorough study on the above mentioned subject. Some aspects which may be studied in this connection are as follows:-

1. Whether study hours are better utilized by students in private classes.
2. Whether such private classes are good for all categories of students.
3. Whether such private tuition is good for the parents.
4. Whether such private tuition is good for the School.
5. Whether such private tuition is good for the teachers.
6. Whether such private tuition is good for the educated unemployed.
7. Whether such private tuition is good for the urban students.
8. Whether such private tuition is good for the rural students.
9. Whether such private tuition is an opportunity for the uneducated youth.
10. Whether such private tuition is good for the intelligent students.
11. Whether such private tuition is good for the slow learners.
12. Whether such private tuition is good for the rich.

Contd.....p-2

13. Whether private tuitions help

- (a) the middle class
- (b) the poor

14. Do only good teachers offer private tuition.

15. Do the private tutors know the subject better.

16. Do the private tutors know the examination techniques better.

17. Do good teachers fail to compete with the private coaches.

18. Do students like private classes because -

- (a) They cannot follow regular classes,
- (b) Private classes are comfortable and clean
- (c) There are other attractions in private classes.

19. Are Private classes cost effective?


20. What is the appropriate portion of family income spent for private coaches?

- (a) In a small family,
- (b) In a large family,
- (c) For the girl child,
- (d) For the handicapped.

21. Whether students taking private tuition are better performers.

As further desired by MIC, the report should be submitted to the department by 15th November, 2008.

Yours faithfully


Principal Secretary